

Global Preparatory Academy Inc.

Unlocking the world through language, experiential learning, and love

La escuela de dos idiomas



Location: Northwest Indianapolis

International Marketplace

Charter Applicant Information Sheet

Legal name of organization applying for the charter: Global Preparatory Academy Inc.

Name of proposed school: Global Preparatory Academy

Applicant's authorized representative: Mariama Carson

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Location of school: Northwest Indianapolis (International Marketplace) – Facility TBD

School district of location: Indianapolis Public Schools

Anticipated opening date: August 2016

Proposed Grade Levels & Total Student Enrollment

Grades K-8 will eventually be served with a maximum capacity of 705 students. This total student number accounts for enrollment attrition seen in charter schools both locally and nationally.

School Year Grade Levels Maximum Student Enrollment operation.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Kindergarten	90	100	100	100	100	100	100
Grade 1	90	100	100	100	100	100	100
Grade 2	50	90	90	90	90	90	90
Grade 3		45	85	85	85	85	85
Grade 4			40	80	80	80	80
Grade 5				40	75	75	75

Grade 6					30	75	75
Grade 7						30	70
Grade 8							30
Total	250	335	410	490	555	635	705

Is school single-gender or co-educational? Co-educational

If single-gender, please indicate who will be served by school:

Indicate “Girls” or “Boys”

Target student population: Underserved students (approximately 50% native English speakers & 50% native Spanish speakers)

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Global Preparatory Academy K-8

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I. Vision

A. Mission

The mission of Global Preparatory Academy (GPA) K-8 is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.

- **We believe** we must touch our students' hearts and show them we care before we can expect them to engage in learning.
- **We believe** students thrive in an environment that unlocks their intellectual curiosity through experiences that allow them to better understand the world and those around them.
- **We believe** instruction must be student-centered and responsive to students' diverse abilities and cultures.
- **We believe** instruction must be engaging, rigorous and relevant to students.
- **We believe** we must engage parents and community stakeholders in order to maximize our educational impact.

Through rigorous and relevant content instruction in English and Spanish, we increase students' sense of responsibility and care for others at school, in their diverse communities and throughout the world.

B. Need

Instruction through dual language programming is research-based with strong traditions of implementation dating back several decades. The first two-way immersion programs (50% native English speakers with 50% native Spanish speakers) were instituted in the U.S. over 40 years ago, while their numbers have increased dramatically over the past 20 years as the demographics of our society have changed (Howard, 2003). Numbers of language minority students in the United States continue to increase, and Spanish speakers currently constitute the largest language minority group. However, the dropout rate for Latino students remains high, suggesting that current educational approaches are not meeting their needs, and that alternative programs should

be investigated (Howard, 2003). According to the National Assessment of Educational Progress (NAEP) in 2011, Latino students in Indiana consistently performed below their white peers in 4th and 8th grades in both reading and mathematics. In 2010, 61% of Latinos in Indiana had a high school credential or higher compared with 88% of whites.

In Indianapolis there has been a significant shift in the ethnic and language demographics. The 2010 Census tract data shows a 55% boom in the number of people of Hispanic origin in Indiana, increasing from 214,536 to 389,707 in 10 years. The increase was even more pronounced in Marion County, which more than doubled its Hispanic population, from about 33,000 to more than 84,000 since 2000. By 2020, people of Hispanic origin are projected to represent 15% of public school graduates in Indiana. The growth has been obvious in neighborhoods, retail areas and in schools on the northwest side of Indianapolis, particularly in the Lafayette Square area.

Meanwhile, for native English speakers who desire to learn another language, the typical foreign language classes do not lead to bilingualism and biliteracy. Traditional foreign language programs present limited speaking, reading and writing skills in their languages of study. Bilingualism for all students has long-term cognitive advantages, most of which students will not realize until the student has sufficiently developed both languages. Such advantages include enhanced creative thinking, greater mental flexibility, ability to think more abstractly, and superior concept formation (Cummins, 2006). Bilinguals also show an advantage over monolinguals in word awareness and syntactic awareness tasks (Bialystok, 2006) and in literacy tasks (Genesee & Lindholm-Leary, in press; Riches & Genesee, 2006). This bilingual advantage has been demonstrated consistently in cognitive abilities related to creativity, attention, inhibition, monitoring, and switching focus of attention.

Geographic Catchment Area

Global Prep has targeted the Lafayette Square area, also known as the International Marketplace of Indianapolis, for the location of Global Prep Academy K-8. The population within this area is both linguistically and ethnically diverse. According to the national 2013 Census data, within the 46222 and 46224 zip codes (International Marketplace), 39.5% of the people are classified as African-American, 43.1% White, 21.3% Hispanic, and 2.9% are multiracial. Within this same area 35.6% of those under the age of 18 are living below the poverty line. At Global Prep Academy, we anticipate that at least 70% of our students will qualify for free or reduced priced meals. This percentage is also on par with the percentage of students received free or reduced priced meals at surrounding charter schools. Our mission is to create a high quality school that serves low-income students affording them the 21st century global education not currently available in the area. Additionally, because the International Marketplace is centrally located, with easy access off of I-465 and I-65, we are able to serve students in the surrounding areas as well.

Within the 46222 and 46224 zip codes, there is a tremendous need for high quality schools. Of the traditional public schools available to families, only one school had over 80% of the students pass both the English/Language Arts and Math portions of ISTEP in 2014. Even more disconcerting is the fact that five of the nine schools had less than 60% of students demonstrate proficiency on both the English/Language Arts and Math portion of ISTEP.

In these same zip codes, there are presently three charter schools: (1) Indiana Math and Science West, whose school letter grade was an F in 2013 and a C in 2014; (2) Imagine West, whose grade has been an F for the past 3 years; and (3) Enlace Academy, which did not yet have 3rd grade data to report.

The need for a high quality Dual Language school that offers hands-on, experiential learning and global skills in the International Marketplace could not be more apparent. Currently in Indianapolis, there are only two public schools offering dual language to young students, Forest Glen in Lawrence Township and Theodore Potter Magnet School in IPS, both of which have annual waiting lists. Neither school is located on the west side of the city. The only other school offering language immersion in the city is the International School of Indiana, a private school. In Indianapolis and across the state, there is a lag when it comes to affording students the opportunity to receive a dual language education preparing them to compete in the global marketplace. Global Prep will be the first Dual Language charter school in Indiana.

2014-2015 Data per IDOE Compass	Forest Glenn (Lawrence Township)	Theodore Potter (IPS)	International School of Indiana (Private)
Enrollment	656	283	No data available on IDOE Compass
Free/Reduced lunch	46%	79%	
Hispanic	44%	61%	
African American	14%	28%	
White	34%	7%	
Other	7%	4%	
% Passing both parts of ISTEP (2014)	78%	89%	

Across the country, there are an increasing amount of dual language programs that often provide Spanish, Mandarin or French as the second language. Global Prep has chosen to use Spanish as the target language. Spanish is one of the most widely spoken languages in the world, along with English, Hindi and Mandarin Chinese. According to *The Info Please* database by Pearson Education, there are approximately 406 million people who speak Spanish as their first language, making it the 2nd most widely spoken language, ahead of English in 3rd place. Additionally, in the United States, Spanish is the second most commonly spoken language (CIA World Factbook, 2008).

Global Prep's mission is to meet the educational needs of low-income students while leveraging the experiences and language that each child brings to school. According to an article written in the October 2014 issue of *Education Week* entitled, *School Successes Inspire N.C. Push for Dual Language*, "The two groups of students who are benefitting the most from dual-language

instruction, the researchers say, are English-language learners (ELL) and African-American students.”

In 2012, professors Wayne P. Thomas and Virginia P. Collier of George Mason University published the findings and conclusions of their extensive longitudinal studies of dual language education, which they deem to be the most effective method of foreign language instruction in K-12 schooling. In their analyses, they found that African-American students in dual-language programs significantly outscore their non dual-language peers in reading in all tested grades. By the 4th grade, they are scoring ahead of their non dual-language peers who are a grade ahead of them. The pattern is the same in math.

The number one impact of this type of instruction is on students’ cognitive development, which is cumulative every year. Another key factor is the level of student engagement. Those two elements are to a significant advantage and create a hugely positive shift for our most historically disadvantaged groups (Thomas, 2012). Research shows that for some African-American students who may speak a nonstandard form of English at home, learning in Spanish is making them more "metalinguistically aware," which teachers say develops their literacy skills in English (Thomas & Collier, 2012).

In order to address the achievement gaps for minority students both African-American and Latino, there is a need for high quality schools that speak to their specific needs. Dual language programming allows students to experience an enriching educational environment that values the language and culture that students come to school with while broadening their exposure and preparing them for the future.

C. Goals

Global Prep is committed to educating students in a highly rigorous and nurturing environment. Students will graduate 8th grade bilingual and biliterate with a global view of the world and their community. Numerous studies have shown that there can be a "lag effect," when measured by standardized tests, in which dual-immersion students often lag behind their peers in the early grades, but catch up and surpass them by the end of elementary school (Lindholm-Leary, 2006, Collier, 2000). Keeping that in mind, we have developed our goals knowing that in order for students to achieve biliteracy and bilingualism, students must remain in a dual language program for five to seven years. (Lindholm-Leary, 2001).

After five to seven years of dual language instruction, our students are positioned to graduate from the 8th grade performing above their monolingual peers in other schools and programs. In addition to the school performance metrics included in the Mayor’s Performance Framework, we will measure our program implementation success using a school-wide planning tool; Guiding Principles for Dual Language Instruction (Lindholm-Leary, 2008). The tool is divided into seven strands that reflect the major dimensions of dual immersion program and planning. Each strand is divided into guiding principles, which are deemed effective in achieving successful student outcomes in dual language programs. The Guiding Principles for Dual Language is a guide that our school community, staff and families, will use to create school-wide measurable goals annually and track our progress as we implement and develop our program in the years to come.

The strands are as follows:

Strand 1: Assessment and Accountability

Strand 2: Curriculum

Strand 3: Instruction

Strand 4: Staff Quality and Professional Development

Strand 5: Program Structure

Strand 6: Family and Community

Strand 7: Support and Resources

ATTACHMENT B explains each strand and accompanying guiding principles.

All of Global Prep’s goals are aligned to Indiana State Standards. Goals will be refined and developed to reflect the growing needs of our students and school community. Our school has two academic goals and two operational goals. Our academic goals account for the research-based testing “lag” that exist in all dual language programs. While we have high expectations for students’ academic performance, we recognize that it takes students five to seven years to demonstrate proficiency in both languages (Lindholm-Leary, 2001, 2006, Collier, 200).

Academic Performance Goal #1: Annually, 90% of students will demonstrate at least one year’s reading growth in both their native language (L1) and in the second language (L2).
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Academic Performance Goal #2 – Annually, 80% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency on state standardized tests.

Operational Performance Goal #1 – Annually, Global Prep will maintain a 80% student retention rate.
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Operational Performance Goal #2 – Annually, Global Prep will reach its enrollment targets.

Educational Performance goals are explained in detail in ATTACHMENT C.

II. Educational Services Provided

A. Educational Model

Welcome to Global Prep Academy, a dual language school that connects students from diverse linguistic backgrounds and educates them together in a highly rigorous, engaging and nurturing environment. Using both English and Spanish to instruct students in all core content areas, students will develop high levels of bilingualism and biliteracy, as well as a deep value and understanding of other cultures.

As citizens in a global world, students at Global Prep will gain limitless access to other cultures through bilingualism and instruction, which emphasizes critical thinking using global perspectives and experiential learning. Through two-way immersion (TWI) in English and Spanish, students will affirm the values of their own cultures while acquiring an understanding and appreciation of other cultures. Our students will attain bilingualism in a natural process through every day conversation and content instruction. We are committed to providing relevant instruction pushing our students to be critical thinkers and change makers in an ever-changing world.

Two-Way Immersion

Two-way immersion (TWI) is an educational model for acquiring two languages while learning grade level standards. It is not a stand-alone foreign language course where students “learn Spanish.” TWI brings together native speakers of the “target” language – in our case Spanish – with native speakers of the primary language – here English – in the same classroom. This model is consistent with research around language acquisition, which teaches that language is acquired and developed by using it as a *means* for instruction rather than the *object* of instruction (as in foreign language classes).

Dual Language Instruction

Global Prep classrooms will combine native English speakers and native Spanish speakers in each classroom for literacy instruction. For students in grades 2 – 8, Global Prep will utilize a 50/50 language model in which students spend the first half the day learning through English and the second half learning through Spanish. In the primary grades – kindergarten and 1st grade – we will use a 60/40 model, and students will receive reading and writing instruction in their native language. Language immersion research demonstrates that learning to read and write in the native language supports success with reading and writing in the second language (August & Hakuta, 1997; Cuevas, 1997; Roberts, 1994). Beginning literacy instruction in one’s native language comes from the Dual Language Training Institute (DLTI) created by Dr. Leo Gómez and Dr. Richard Gómez, retired professors in Bilingual/Dual Language Education. The model also known as the *Gomez and Gomez model* was created after their research on language and academic issues that affect bilingual learners. Over the last 19 years, they have been extensively involved in the development, implementation and assessment of dual language education

programs. This language model is currently being used in school districts and dual language schools across ten states: Texas, Washington, Alaska, New Mexico, California, Kansas, Illinois, Oklahoma, Colorado and Oregon.

Language Allocation Plan

	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Native Language	Reading Writing	Reading Writing				
English	Math	Math	Math Reading Writing	Math Reading Writing	Math Reading Writing	Math Reading Writing
Spanish	Social Studies Science	Social Studies Science	Social Studies Science Reading Writing	Social Studies Science Reading Writing	Social Studies Science Reading Writing	Social Studies Science Reading Writing
	Middle School					
	6th Grade		7th Grade		8th Grade	
English	Math Reading Writing		Students will participate in core curriculum courses, English Language Arts, Spanish Literature, Science, Social Studies, and Math each semester. All classes, with the exception of Spanish Literature, will be taught in English for one semester and in Spanish the following semester using a 50/50 language model throughout our Junior High School program. A schedule of 50/50 classes will be set up so that students are engaged in both Spanish and English each day .			
Spanish	Science Social Studies Reading Writing					

Students enrolled at Global Prep, will receive language arts instruction through reading and writing workshop in both English and Spanish. In kindergarten and 1st grade, students will learn to read first in their native language. Research consistently shows that the stronger a child is in his or her native language, the more easily he or she will acquire a second language. (Lindholm-Leary 2006). The International Reading Association and the National Council of Teachers of English, further explain that students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

When students begin school – generally at age six – they have already completed six years of cognitive development in their native language. At Global Prep, we recognize that students must

continue to develop cognitively at the same rate. Switching a native Spanish-speaking student's language of instruction to full English-based instruction causes a cognitive slowdown for English while simultaneously failing to leverage the student's cognitive development in Spanish (Hakuta & Gould, 1987).

At Global Prep, the importance of valuing the skills and knowledge students bring to the school, regardless of the native language they speak, cannot be overstated. Utilizing students' background knowledge allows for a more effective and efficient transition to acquiring English. The same is true for native English speaking students. Beginning their instruction in their native English allows for students to build upon the foundation acquired before entering school and creates a strong foundation upon which to layer the acquisition of a second language.

When students begin to develop literacy skills in a second language, they are able to adapt these skills for use in their native tongue. At grade 2, students will transition to reading and writing in the second language (L2). This is because many of the cognitive processes a child uses to learn to read are transferable. Understanding the relationship between spoken language and the written word is critical to both Spanish and English literacy. A student who firmly grasps the concept in one language will apply it in the other.

Global Prep students will be held to high academic standards and will be expected to attain the traditional academic standards while simultaneously attaining proficiency in two languages. Students who enter Global Prep by 2nd grade will be instructed with the goal of attaining fluency and literacy in both Spanish and English within five to seven years of enrollment (Lindholm, 1987).

Mirroring The Gomez & Gomez model, our kindergarten and 1st grade students will receive all language arts in their native language (L1). Beginning in 2nd grade all students will receive 65 minutes of language arts in English and 65 minutes of language arts in Spanish, daily. The same content is not taught in both languages thus it does not cut instructional time in language arts in half. Teachers coordinate instruction and plan together so that all lessons connect and bridge the two languages. After 1st grade, all students regardless of their native language are mixed together for language arts and all other core classes creating heterogeneous classes where students work collaboratively.

In the Gomez and Gomez model, math is taught in English and Social Studies and Science are taught in Spanish throughout the elementary program. When the subject matter is made comprehensible through hands-on, experiential and connected instruction strategies content and language skills are developed (Gomez and Gomez, 1996). Additionally, math is a more *universal* language (numbers) which allows parents to better support their student academically in the home. Currently, the state assessments (ISTEP, ECAs) which tests math and Language Arts are only administered in English. Science and social studies are more *text rich and full of language-based* content which helps all students, including English dominant students to attain a higher level of Spanish literacy along side content understanding.

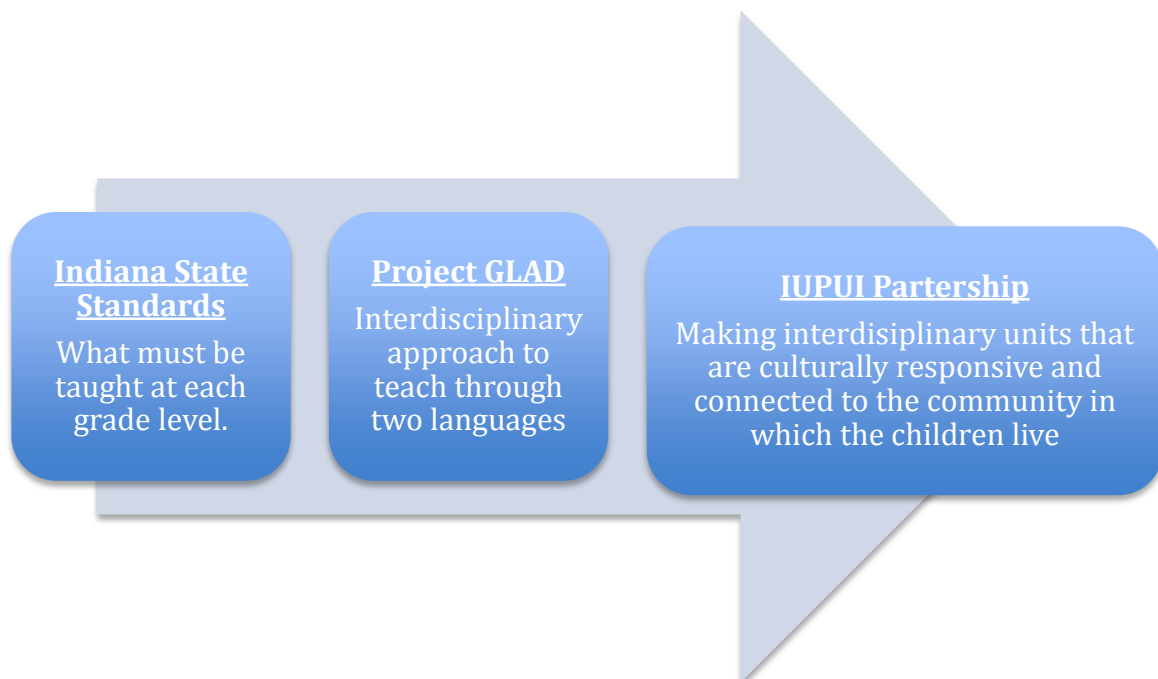
Global and Experiential Learning

Because students learn best when what they are learning is connected to the real world, our instruction model will be “hands-on” and purposefully connected to our students (Fredricks, et al, 2). We have partnered with IUPUI to develop interdisciplinary units that are grounded by the Indiana State Standards and are then enhanced by hands on opportunities and experiences that stretch beyond the school’s walls.

To achieve the goal of interdisciplinary instruction, many dual language schools across the country have adopted Project GLAD (Guided Language Acquisition Development). Through Project GLAD, students are instructed using an interdisciplinary approach, which connects what they are learning through English to what they are learning through Spanish. This research-based instructional model promotes English language acquisition, academic achievement, and cross-cultural skills. Project GLAD is tied to the Indiana State Standards and is an instructional model with clear, practical strategies for teaching content in a dual language program. Using Project GLAD, students develop metacognitive use of high level, academic language and literacy.

For our initial training, our teachers will attend the Project GLAD training held several times throughout the year in Chicago, Illinois. Project GLAD training will help our teachers develop multiple strategies to teach dual language learners. The interdisciplinary units teachers develop through the training will be further enhanced by cultural responsive teaching practices supported by IUPUI. We believe that it is equally important to connect the socio-cultural understanding with meaningful experiences for students to fully make meaning of what they are learning

Illustrated below shows how the Indiana State Standards, Project GLAD and our work with IUPUI relate to one another.



ATTACHMENT K details the professional development plan that will be implemented with IUPUI from May 2015 – July 2016 as well as our professional development timeline for years one through three.

At Global Prep, culture is central to learning. According to Gloria Ladson-Billings, author of *The Dream Keepers*, “Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals.” At Global Prep, we enhance students’ understanding of what they are learning by connecting what they are learning within the construct of their culture and experiential learning.

A core component of global education is the understanding that it can be interwoven among other disciplines, such as reading and writing, math, and music. The experiences students will have at Global Prep will prepare them to thrive in high school, post-secondary education and tomorrow’s multilingual workforce. Most importantly, because of the deeply infused global awareness integrated into Global Prep’s curriculum, Global Prep students will have a deep desire to impact the communities in which they live. As a staff, we plan instruction using the state standards as a guide, but work to contextualize what students are learning so that it is meaningful and impactful. This intentional planning does not happen by accident. It will develop through professional development, training, and a high level of intentionality as we work to educate and empower native English and native Spanish speaking students. Students will have the opportunity unique to American students – the opportunity to become bilingual early in their educational careers. Dual immersion students don’t just study a second language; they use it, and it becomes part of who they are as global citizens.

Typical Teacher Day

7:30 – 8 a.m. – Set up for the school day

8 – 10:40 a.m. – Class A

10:40 – 11:40 a.m. – Lunch and Recess (Team planning time)

11:40 a.m. – 3:00 p.m. – Class B

**Specials will take place in the afternoon (40 minutes)*

3 – 3:45 p.m. – Success Period (Remediation and Enrichment)

3:50 p.m. – Dismissal

3:50 – 4:30 p.m. – Team Planning time - (40 minutes)

Global Prep Academy is a community of learners. Teachers – also known as “learning leaders” – work from 7:30 a.m.– 4:30 p.m. daily. Teachers work in grade level and language teams, making

collaboration the foundation of our teaching philosophy. To allow for the necessary collaboration, classroom teachers do not supervise lunch and recess at Global Prep, providing them up to 60 additional minutes per day to work with their grade level teams. Teaching assistants, known as teaching cadets, who work with the students each and every day will supervise the students when they are outside of the classroom. Teachers also have an additional 40 minutes available for planning time, while students attend culturally enriching classes like dance, art, and music.

Each grade level will be made up of four lead teachers, two of the teachers will be native English Speakers while the other two teachers will be native Spanish speakers. Native English teachers will be responsible for English-based instruction, while native Spanish teachers will provide Spanish-based instruction. Classrooms will be heterogeneous (combination of native languages, gender and academic abilities). The teaching teams will have the responsibility of teaching 100 students, creating an adult-to-student ratio of 25:1. Teachers will have half of the students in the morning, who they will instruct through their language of designation. After lunch and recess, teachers will then instruct the other half of the students. This structure allows teachers to repeat the lessons taught in the morning while focusing on instructional differentiation to meet students' needs. Under this model, in the morning, a 2nd grade teacher may teach math, reading and writing and teach those same subjects again, in the afternoon, to another group of students. In the upper grades when there are three teachers in a grade level, the daily schedule may look different, however the 50/50 language model will continue to be delivered.

Our mission is for students to graduate from Global Prep being bilingual and biliterate. To that end, teaching for biliteracy requires teachers to build what is known as a “bridge” between content taught in English and Spanish. The bridge occurs once students have learned new concepts in one language. It is the instructional moment when teachers help students connect the content area knowledge and skills they have learned in one language to the other language. The bridge requires strategic planning between the teachers in order to serve the purpose of promoting cross-linguistic transfer (Koda and Zehler, 2008) and developing metalinguistic awareness. The bridge can be conducted by the English teacher, the Spanish teacher or be led by students with the facilitation of the teachers.

Program illustration:

Students are currently in a unit focused on The Water Cycle. In English class, the teacher read Come on Rain by Cynthia Rylant and students work in differentiated small groups reading leveled non-fiction books about the Water Cycle. To assist with their comprehension of the reading, the teacher taught students the Water Cycle Song and students made up motions to it. When they transitioned to Spanish class, the teacher begins by asking students to teach her the Water Cycle song that they learned in the morning. Students sing the words and then stand to perform the song for her. Connecting to the song and the reading that students did in the morning, the teacher asks students what words are really important to understand the Water Cycle. Students volunteer words and these are written in Spanish since the students are in the Spanish block. Students are asked to tell the teacher the corresponding words in English creating a visible chart that students can use and build on throughout today's lesson and the unit. The reading and song done in English and class discussions done in both languages will aid students in today's science investigation where students will work in teams conducting a Water Cycle experiment.

We recognize that hiring and maintaining a high quality teaching team will be of the utmost importance. Based on our interviews with leaders in dual language schools across the country and as is noted in research, finding highly qualified bilingual teachers will be the greatest staffing challenge. To meet this challenge, we are working with local universities to identify recent graduates from their education programs that are bilingual. We will also recruit from within districts and schools in the city and state. Our search for high caliber educators will require a nationwide search via social media, bilingual job fairs, and other dual language networking conferences (LaCosecha, National Council of Bilingual Educators (NCBE), and others). Puerto Rico is also a place where we will be actively recruiting teachers. To launch our school, we will need to have a total of 10 teachers, five of whom will be bilingual. We believe that there is a great benefit for our students, staff and families when teachers represent diverse ethnic backgrounds. Students and families are able to learn a great deal about cultures and in particular the diversity within the Spanish speaking world.

To recruit our native English speaking teachers, we will also be conducting a search both in and outside of the city. It is necessary for our teachers to value diversity, collaboration and inclusive practices to ensure the mission of Global Prep Academy is realized.

We recognize that dynamic educators are needed to develop our program and do not expect our teachers to come ready to implement the dual language program that is meaningful to our students. We will spend five weeks prior to the start of school preparing, setting procedures and policies and participating in professional development together. Our goal is to have the majority of teachers hired by March 2016 to allow for increased time for shared learning. Professional and personal growth will be an ongoing focus. Our hiring process will begin with professional development at the forefront and will continue in our determination to best serve our students and families.

At Global Prep, a key component of student success is driven by teachers strategically differentiating instruction to meet the needs of the students. By planning large-scale lessons to be taught twice a day, teachers have additional time to plan specifically around meaningful differentiation for both language and academic proficiency levels. An additional advantage to our collaborative structure is that teachers don't teach in isolation. Teaching teams are expected to plan lessons and adequately bridge activities between the two languages. The teaching teams, which include four teachers allow students to receive increased individualized and small group instruction. In order to best meet the needs of our students, we must collaborate and problem solve together.

Another aspect of our effective differentiated instruction is our daily "success period" which takes place from 3 – 3:45 p.m. daily. During this time, the entire school is involved in remediation and enrichment. Students are broken up into small groups based on identified needs through data disaggregation. Global Prep staff will work to support students needing an instructional boost in the areas of language arts or math. Intervention decisions will be made based on formal and informal data collected by the teaching teams. During Success Period, the instruction is highly differentiated and all students will work with an adult, in a small group and receive support utilizing data-supported technology. We will also welcome the support of

parents, business partners, university and high school students to provide one-on-one instructional support.

Teacher planning time for lessons and data disaggregation is critical at Global Prep. In addition to the 100 minutes of planning time provided during every school day, teachers also have 40 minutes at the end of the day and time during weekly staff meetings to plan. On Mondays, Global Prep will dismiss at 2 p.m. to allow the staff to meet from 2:15 – 4 p.m. to disaggregate data and participate in large scale school-wide planning and goal setting. Our school-wide focus areas for professional development and culture will dictate how this time is spent each week.

ATTACHMENT D further illustrates our professional development focus areas for years zero through three.

Typical Student Day

We anticipate that the majority of our students will arrive at 8 a.m. by school bus or parent drop-off. Some students will arrive as early as 7 a.m. and participate in our before school care provided by a community partner organization. All students come together at 8 a.m. for the start of the day and are greeted by Global Prep staff. Students are brought into the cafeteria where they eat breakfast, listen to morning announcements, recite the school motto and sing the school song. Language immersion begins when students arrive. The morning routines outlined above are conducted in Spanish. Recognizing that our students live in an English dominated world outside of school, we make use of all opportunities to provide Spanish language models when students are in the common areas of the school.

Students are then walked to their classes by their teachers and start their day in either their Spanish block or in their English block. Halfway through the day students will switch language blocks. To transition from the English block to the Spanish block and vice versa, both teachers have students meet them on the carpet to discuss what they learned in the morning. The teacher will put the vocabulary words that students say in one language and ask students for the word in the other language. This anchor chart will be used to help all students, regardless of language levels make connections and strengthen their vocabulary in both languages. Though the teacher brings the students to the carpet for the bridge activity, the students provide the information that is then put onto the anchor chart.

Regardless of language block, students are engaged by the projects and hands-on activities facilitated in class. At Global Prep, there is a constant hum of student voices, as the voices of the students are dominant in our school. Students are encouraged to talk about what they are learning, problem solve together and raise questions to one another, as well as to the teachers. We believe it is important to know what our students are thinking. Through their verbal exchanges we remain in tune with what students know and where we need to enhance instruction.

At Global Prep, we are creating a family culture that will be demonstrated in all aspects of the building – including the cafeteria. When it is time for lunch, students will be excited about the family-style meals offered. Students will enjoy nutritious (and delicious) meals while taking an

active role in the serving and clean up, as customary in any family meal. We believe this is an important aspect of creating a rich culture of academic learning and offering students life skills that will impact their lives beyond their time at Global Prep. After eating, students go outside for recess and learn some new games that are taught by the *Playworks* teacher with the support of the teaching cadets. We are excited to have a partnership with *Playworks*, an organization that leads games and provides cooperative learning support to students both at recess and in the classroom. The introduction of new games keeps recess from being an unstructured environment where students often get in trouble.

After recess, students are met by their second teacher to begin the second block of their day where they will have a cultural enrichment class. Global Prep enrichment classes go beyond traditional art, music and gym classes. Global Prep enrichment classes are specifically designed to connect to what students are learning in class to ensure that we offer curricular connections through cultural experiences. Through the enrichments, students are exposed to rich culture experiences such as Spanish Flamenco dancing, Brazilian Capoeira, West African drumming and creating Native American sand art. We will contract with organizations and individuals to provide our enrichment classes.

The Global Prep school day concludes with students transitioning to “Success Period” at 3 p.m. During Success Period, the last 45 minutes of the school day, students will work in differentiated small groups with all on staff, community partners and university and high school students. Students may also work on specific skills through approved technology. Students love the small groups and the ability to track their progress and goals along with their small group teacher. School will dismiss at 3:50.

After care will be available from 3:50 – 6 p.m. for students who cannot be picked up after school and do not ride the school bus home. After care will be provided by one of our community partners and will be available on a sliding scale to ensure affordability for parents.

After-school Discovery Clubs will be available from 4 – 4:45 p.m., Tuesdays – Thursdays for 2nd grade students and older. By working with community partners, the Discovery Clubs will be provided free-of-charge to allow students the opportunity to participate in a wide array of opportunities with our local community organizations. We are committed to offering enrichment opportunities typically not available to students living in poverty. According to the August 2014 issue of *Education Week*, “enrichment experiences matter because they help children acquire the vocabulary and background knowledge critical to achieving the high levels of literacy needed for many kinds of well-paying work.” To that end, our Discovery Clubs will have diverse offerings and could include enrichments like pottery, gymnastics, dance, Tae-Kwan-do, gardening, piano, math pentathlon and chess. Club offerings will rotate four times a year, allowing students a variety of exposure to different learning and cultural opportunities. Discovery Clubs will be offered in both English and Spanish. Because the Discovery Clubs will be offered by our community partners, teachers will not be required to teach or supervise. In our first year, Discovery Clubs will begin in the last trimester.

School Calendar

Global Prep will offer a staggered daily calendar to allow us to build in additional learning time for students and professional development and feedback for staff. On Mondays, the school day will run from 8 a.m. – 2 p.m. We will hold weekly staff/data meetings every Monday from 2:15 p.m. – 4 p.m. On Tuesdays – Fridays, the school day will run from 8 a.m. – 3:50 p.m. Child care will be available to families on early dismissal days.

The Global Prep daily schedule offers students an additional 2.5 hours of instruction each week so that they receive high level instruction 37.5 hours each week. The extended school day will allow students more time in school, which enables the staff to address individual student needs and provide students with more time on appropriate instructional tasks.

Similar to the extended day, we will also have an extended school year. The Global Prep school year will be 190 days – 10 days more than the surrounding districts. There is a great deal of research that supports the need for extended learning time to bridge the academic gap for students living in poverty. Given our commitment to serving an ethnically, linguistically, and socio-economically diverse student population, an extended school day and year supports closing the achievement gap for our students.

The calendar will be broken up into trimesters, followed by a two-week intercession break. At the end of each trimester, students not on grade level in reading, writing, math or oral language fluency will be enrolled in a mandatory intercession, which will take place from 8 a.m.– 12 p.m. during the two-week intercession break. The intercessions will offer students smaller class sizes, targeted interventions and the additional time needed to close their learning gaps. It is important that students do not view the additional time in school as a punishment. We will work to make the instruction during intercession interactive and engaging, mirroring our school philosophy. Teachers will teach at least one intercession each year and will be compensated for this additional time spent in the classroom.

For students who are performing on or above grade level, language and enrichment camps will also be offered by staff and community partners. Because we recognize the importance of second language learning and exposure, we want to make sure that students have access to engaging learning opportunities through the second language (L2) during the two-week intercession breaks.

School Culture

At Global Prep, we are preparing students to be bilingual and biliterate. It is also essential that we prepare strong global citizens – students who are good people with character, ethics and ability to make strong, responsible decisions, even when it is difficult. Thus we believe deeply in the importance of character education.

OUR GUIDING PRINCIPLES

- Every person deserves to be respected.
- Every person has unique cultural experiences which enhances our school
- Every person deserves to feel physically and emotionally safe.
- Every learner must take risks and support one another in the learning process

- Learning is enhanced when there are strong academic and behavioral expectations.
- Special emphasis will be placed on the teaching of self-discipline, good citizenship and social skills.

These guiding principles guide our expectations for students, staff, families and community members who work within our school.

To meet the goals above, we have adopted the “Responsive Classroom Approach” of character education. The Responsive Classroom Approach is a nationally used, research based way of teaching that improves students’ social and academic skills and raises the teachers’ instructional quality. The approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out.

The Responsive Classroom is a general approach to teaching rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The Responsive Classroom approach consists of a set of practices that build academic and social-emotional competencies that can be used in conjunction with other programs.

Global Prep’s classroom practices are well aligned with principles of the Responsive Classroom:

- **Morning Meetings** – gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- **Rule Creation** – helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals.
- **Interactive Modeling** – teaching children to notice and internalize expected behaviors through a unique modeling technique.
- **Positive Teacher Language** – using words and tone as a tool to promote children’s active learning, sense of community and self-discipline.
- **Logical Consequences** – responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.
- **Guided Discovery** – introducing classroom materials using a format that encourages independence, creativity and responsibility.
- **Academic Choice** – increasing student learning by allowing students teacher-structured choices in their work.
- **Classroom Organization** – setting up the physical room in ways that encourage students’ independence, cooperation and productivity.
- **Working with Families** – creating avenues for hearing parents’ insights and helping them understand the schools’ teaching approaches.
- **Collaborative Problem Solving** – using conferencing, role playing, and other strategies to resolve problems with students.

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique. Consequences for misbehavior provide the best learning value when matched to the unique student and unique situation. Children are much more likely to learn from their mistakes when they can make the connection between their behavior and the logical consequence. It is also essential that our staff understand that often the kids who need love the most ask for it in the most unloving ways. Our culture and discipline policy

recognizes this challenge and strives to respond to the needs of our students with consistency, clarity, support and love.

At Global Prep, we encourage students to be intrinsically motivated and strive to teach our students to behave well, on their own, and to take responsibility for their negative behaviors. This is consistent with our character development program. In addition, modeling *Positive Behavior Interventions and Supports*, we provide significant direct teaching about desired behaviors, consistent modeling and reminders of desired behaviors, and acknowledgement and recognition of those behaviors in all students.

Positive Behavior Interventions and Supports (PBIS) emphasizes four integrated elements: (a) data for decision making; (b) measurable outcomes supported and evaluated by data; (c) practices with evidence that these outcomes are achievable; and (d) systems that efficiently and effectively support implementation of these practices.

When our children struggle making positive behavior choices, we believe it is critically important to include their parents as partners. This includes sitting down with students and their parents to talk through the choices that are made. Together we create a “behavior support plan” to address the areas of concern while creating replacement behaviors and incentives for improvement. We believe that it important for parents and guardians to be kept informed as to how their student is doing both academically and behaviorally at school.

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our goal is to meet the needs of children experiencing academic and social difficulties in school.

Additional information regarding our school-wide discipline plan can be found in ATTACHMENT E.

B. Curriculum

In order to achieve the academic and social mission, our team will purposefully choose curriculum that connects with our students’ cultural backgrounds and provides resources for various levels of differentiation. We will choose curriculum that has resources to meet the multiple ways in which students learn (visual, musical, interpersonal, intrapersonal, etc.) as well as offer technology integration.

Research shows that the model of instruction used is as important as the curriculum selected in a Dual Language Program. Understanding that language learning happens most effectively when coupled with meaningful lessons and resources, our team will carefully select our curriculum and participate in ongoing professional development workshops to learn how best to maximize the curriculum we select and meet our students’ needs.

Leading the selection of curricular resources will be the principal and the “dual language coordinator.” In order to build a dual language curriculum to meet the diverse needs of our student population, we have partnered with IUPUI to support our curriculum design. With the support of university faculty, the principal and dual language coordinator will select materials that are in line with our educational program and then present these resources to the teaching staff for our final selection decisions. We will make our final decisions for curriculum by January 2016 when the dual language coordinator has been hired. The curriculum we select will allow for interdisciplinary teaching driven by the Indiana Academic State Standards.

Reading and Writing Workshop

At Global Prep Academy, students will receive language arts instruction in both languages through the Reading and Writing Workshop. The Reader’s/Writer’s Workshop models will be used to further enhance the curriculum. The inquiry and reflection components of this workshop method support student engagement and authorship. In Reader’s Workshop, teachers talk to students as fellow readers and model the behavior they expect from their students by writing and talking in response to their own reading. Children are reading often, whether aloud, individually, in pairs or in small response groups with expert guidance. Students also read in many genres: poetry, fiction, non-fiction, mysteries, fairytales, biography and so on. Students choose their own titles, talk and write responses to the literature from their personal perspectives. Students orally reflect on the literature they are reading in whole-class, small group and paired discussions. Students ask questions and raise issues from their reading – guided by teachers to make connections between what they have read to their own lives and experiences.

Using the Writer’s Workshop our teachers help students find good reasons to write. In the Writer’s Workshop curriculum, students are encouraged to reflect on times in their lives when they have been “writers” and the goals and direction they have as an “author.” Teachers invite children to do all of the things a writer does: research, explore, collect, interview, talk, read, stare off into space, co- author, pre-write, draft, revise, edit and publish. Writing to communicate ideas to others takes more time than is often provided for in traditional language arts programs.

Mathematics

For math instruction, we will adopt curriculum that is in line with state standards and has resources that allow us to use approaches based on research on how mathematical strategies and ideas develop in children. Mathematical concepts will be introduced through appropriate contexts that are structured to ensure that the strategies, representations and ideas necessary for success are fully developed. Computational fluency then will be developed in concert with children developing number sense. Our students will use multiple strategies in computation and problem solving, and learn to represent their thinking with appropriate models (number lines, area models, etc.).

Science

Students will use an inquiry-based approach developed around hands-on investigations that follow the scientific process of asking questions, forming hypotheses, making observations, and conclusions. Students will learn through a cohesive connected curriculum using Project GLAD

where instruction is provided through an interdisciplinary curriculum where concepts build on each other, leading students to a more comprehensive understanding of state science standards. Our program uses Science and Social Studies to create learning themes so that what students are learning is not taught in isolation. Science will be used as a means of developing high levels of academic language in both English and Spanish.

Social Studies

Students will increase reading and writing literacy through the context of standards-based social studies curriculum. Students will learn social studies both in the classroom and in the surrounding environment through field trips to local historical and cultural sites as well as in the context of other subjects through cross-curricular integrated projects and units of study. Our program will focus on information literacy and critical thinking skills as well as the use of technology for research and presentations. Throughout the school year, there will be Project GLAD thematic units that use social studies standards and/or science standards to develop interdisciplinary as well as language connections. Like science, social studies will be used as a means to develop language in both English and Spanish.

Experiential Learning

Science and social studies will be taught through hands-on learning, more formally known as “experiential education.” This reflects our teaching philosophy that promotes learning by doing. At Global Prep Academy the hands-on method allows children to practice guided tactile learning in which they absorb knowledge not only by listening, but by experiencing it. Experiential learning is praised as a top teaching method by higher educational institutions, especially those in the fields of science, art and technology (Holmes, 2012).

Learning by doing allows children to become personally invested in their own learning process. Becoming actively engaged in their education builds confidence, as the lessons require students to rely on their own abilities to obtain knowledge. That confidence and self-reliance inspires children to embrace the learning process and enthusiastically seek out additional knowledge.

Tracking Student Progress

In order to track students’ academic and language progress to enrich and remediate, we will have clear learning targets and expectations that guide instruction at each grade level. We will also use the National World Class Instructional Design and Assessment (WIDA) Standards Framework for clear learning targets. Since 2003, WIDA has been designing language development standards alongside local and national experts. There are currently language development standards for both English and Spanish development. These language development standards work directly with common core standards and allow teachers to specifically track students’ progression of language alongside the content they are expected to master. We will use the WIDA “Can do Descriptors” to create goals and dialogue with families about student progress.

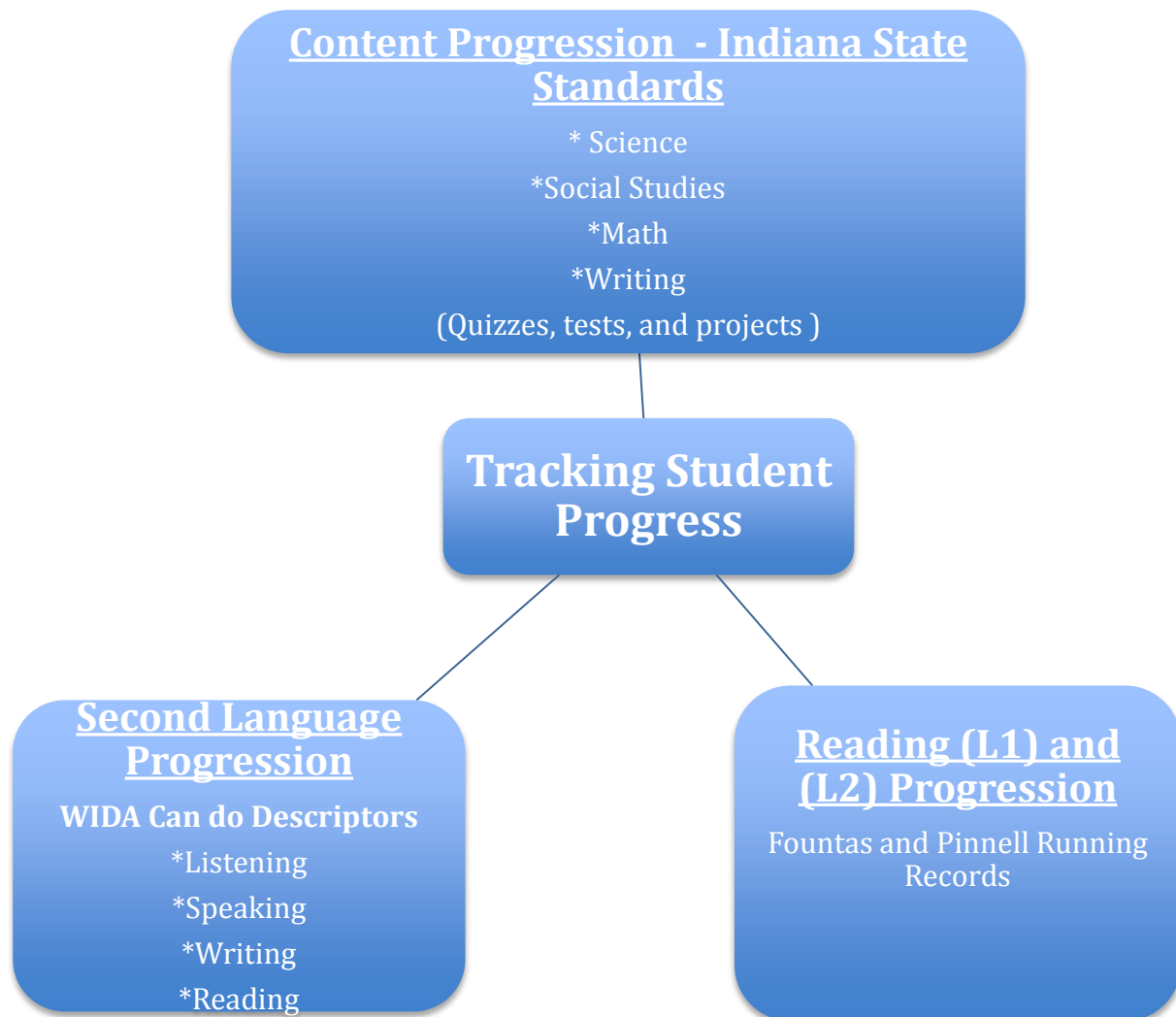
WIDA's Can Do Descriptors describe how second language learners process and use language for each language domain (listening, speaking, reading, writing) and level of language proficiency by grade level cluster. They are language expectations of language learners as they

travel from “entering” to “bridging” a second language.

Can Do Descriptors will be used:

- as a resource for teachers to develop lessons and units with differentiated language objectives
- to set language goals with learners
- to share with classroom teachers and administrators to describe second language acquisition

With proper supports and daily differentiation, we teach so that all students will make at least a year’s growth each year in English and Spanish reading. Because we will not begin whole class reading instruction in the second language until 2nd grade, we realize that students will initially develop reading fluency in their native language. The included chart illustrates what we will use to track student progress.



ATTACHMENT F details The WIDA Can Do Descriptors as well as the Fountas and Pinnell Reading targets we will use to track student progress in our dual language program.

The Indiana State Standards will be our guide for content learning targets at each grade.

WIDA “I Can” Descriptors will track student progress in listening, speaking and writing in the second language. The Can do Descriptors are clustered by grade levels (PK –K, 1-2, 3-4 ...) helping students, teachers and parents track student progress.

The Fountas & Pinnell Running Records will be used to assess readers as well as guide reading instruction to insure that students make adequate yearly progress reading in L1 and L2.

Personalized Learning Plans

A **Personalized Learning Plan** (or PLP) will be developed in collaboration with teachers, parents, and students as a way to help achieve success in student’s short- and long-term goals each year with WIDA Can do Descriptors, reading progression and progression of content knowledge. Our PLPs are created based on our belief that learning targets must be clearly articulated and transparent. When learning targets are clear and families are engaged in setting goals and monitoring the progress, all parties are more motivated. Students will in turn achieve more in school, and will feel a stronger sense of ownership over their education. The process of creating personal learning plans also allows teachers to learn more about their students and their particular interests and learning needs.

Teachers and parents will meet at the beginning, middle and end of the year to set goals and monitor students’ progress. This formalized process insures that rigorous goal setting is an integral part of what we do to engage families and motivate students.

The following elements will be noted on each child’s plan.

- Self-assess their individual learning strengths and weaknesses, or reflect on what they have academically achieved, excelled at, or struggled with in the past.
- Identify specific learning gaps or skill deficiencies that should be addressed in their education, or specific knowledge, skills and character traits they would like to acquire.
- List or describe their personal interests, passions, pursuits and hobbies, and identify ways to integrate those interests into their education.
- Chart present performance based on formal and informal assessments in all content areas.
- Chart progress and set goals in language 1 (native language) as well as language 2 (second language). Goals will include reading, writing, speaking and listening.
- Document major learning accomplishments and milestones in English and Spanish.

C. Assessment

At Global Prep, we will use assessments in both English and Spanish to guide planning and instruction. Assessments also will be used to provide feedback on the learning process. Assessments will be generally administered in the language of instruction. Through diagnostic, formative, and summative measures, we ensure a curriculum driven by student learning.

1. *Diagnostic/Pre-assessment:* Teachers use diagnostic assessment to understand students' prior knowledge and experience. Through various age-appropriate activities and discussions, teachers gain a basis for instruction. *All students at Global Prep will be assessed at the start of the year in reading, writing, math and oral fluency in their native language (L1) and the second language (L2).*
2. *Formative Assessment:* Formative assessment provides an opportunity for the teacher and the student to know where they are in the learning process thus helping the teacher to plan lessons and activities based on student need and development. In addition, it promotes learning by providing frequent feedback. *Teachers at Global Prep will use formative assessments daily to drive whole class, small group and individualized instruction.*
3. *Summative Assessment:* Summative assessments provide students an opportunity to demonstrate what they learned by applying their knowledge in authentic contexts. Every unit of instruction will include a summative assessment, which allows teachers to assess student understanding overtime and adequately communicate progress to parents and families. *At Global Prep, our summative assessments will often be embedded in meaningful projects that include the content and language standards that were taught. While some learning will be assessed by paper and pencil, not all summative assessments will be defined this way.*

Strategies of Assessment

Global Prep teachers use a variety of strategies to assess students. The strategy chosen depends on the activity, the student, and/or the expectations of the teacher. The following are descriptions of some of the assessment strategies we will use.

Observation: Students are observed regularly in whole group, small group, and individual settings. Teachers will take anecdotal notes of student growth and progress. Written observations and anecdotal notes are especially used in K-1 because students are just beginning to express their ideas in written form.

Process-Focused Assessment: Teachers regularly observe and record students who are meeting, not meeting, or exceeding expectations. Personalized Learning Plans, rubrics and narrative descriptions will be used to collect information.

Performance Assessment: Students are given the opportunity to apply their knowledge through authentic tasks with open-ended solutions to the problems. These assessments are designed to encourage an original response using the student's own knowledge and/or feelings.

Student Portfolios: Portfolios will be kept from the student's first year at Global Prep through graduation. Each portfolio will consist of three sections: reading, writing, and math. At minimum, one student writing sample, one literacy assessment, and one mathematics assessment will be added to the student file each trimester. During parent conferences held formally three times a year, students' portfolios will be reviewed and Personalized Learning Plans will be reevaluated.

Fountas & Pinnell Running Record in English and Spanish: Running Records will be used to identify the instructional and independent reading levels of all students and document student progress. This assessment will be given to students in both their native language as well as the target language to measure progress and set goals. ATTACHMENT F

Standardized Tests

Global Prep will administer a series of nationally norm-referenced standardized tests in language arts and math. Given the language immersion targets of our schools, it is essential that our standardized testing articulation allow students to demonstrate academic growth in L1 and L2. Each assessment provides teachers and parents with objective information about students' skills and helps teachers to customize growth goals for each student, class, grade and school.

Northwest Evaluation Association (NWEA) MAP Assessment:

The NWEA is a standardized test that evaluates students in Reading and math. Beginning at kindergarten, students will take this NWEA three times a year (beginning, middle and end of the year. This computer-based test adapts to students in real-time as they progress through the test. Data gathered from NWEA will be used to make instructional decisions, inform parents and set measurable learning goals for and with students.

Indiana State Testing (ISTEP and IREAD3)

Beginning in third grade, all eligible students will take the state's mandated tests annually. The informal and formal assessments that we use throughout the school year, will be used to gauge students' likelihood for success leading up to the state summative assessments.

(WIDA) ACCESS

State and federal laws require annual assessment and reporting of ELLs' progress in learning subject matter content and language. ACCESS tests reading, writing, speaking and listening for all students who are English Learners who have not demonstrated English language proficiency.

D. Special Student Populations

Global Prep will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student's individualized education plan (IEP). Specifically, the school will:

a. Develop a special education team from the time of opening, including a special lead onsite (who will coordinate all annual reviews for each student's IEP and ensure that parents are regularly informed of their child's progress). We will contract out for additional special education support. The contracted support will include resources for, speech and language therapists, occupational therapists, psychologists, social workers, and counselors will be contracted with on an as-needed basis.

b. Use an extensive Response to Instruction (RtI) process to ascertain early identification without over-identification, including holding school-wide RtI meetings every six to eight weeks, aligned with the assessment cycles, in which the staff will meet to place students in tiered intervention groups to most effectively address their needs during Success Period. All students at Global Prep will have PLPs that will be used to insure that students' needs are met and they meet or exceed the school's rigorous accountability goals. By providing daily remediation support through our Success Period we have proactive plans to address students who are "at-risk" of academic failure. At Global Prep, academically at-risk students are identified based on pre-assessments at the beginning of the year, summative assessments throughout the year, or low performance on any section of a standardized test. Teachers may additionally identify a student based on classroom performance and/or parent report.

Our structures are designed to maximize learning opportunities for low achieving and at-risk students. Low-achieving or at-risk students will be fully integrated and participate in all aspects of the educational program. Dialogue between teachers, parents, students, and other educational professionals are integral to student success. Teachers will provide ongoing assessment throughout the year to provide early identification of at-risk students and address those needs in a systematic timely manner.

c. Provide rigorous training and support to ensure that general classroom teachers are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and incorporate any necessary modifications or accommodations in their classes. Our weekly staff meetings where we look specifically at student data, will allow staff and instructional leaders to identify and respond immediately to a struggling student. Effectively using data is key element of our school culture and ethos.

d. Provide space and develop a schedule that allows students to receive needed services outside of the classroom while minimizing disruption to their regular instruction.

e. Inform parents/guardians of their child's progress on a regular basis, through telephone calls, notes home, home visits, and meetings, as well as a progress reports and conferences to discuss PLPs at least three times a year.

f. Make every effort to obtain students' previous school records within a reasonable time. All special education records and files will be maintained in the Indiana Department of Education's (IDOE) Learning Connections portal for IEPs. Using the IDOE's secure system, will allow for quicker access to student records, collaboration with the IDOE and current updates on pertinent information and legislation, and monitoring of records and IEP's by school staff and contracted

consultants from the Institute for School Excellence to ensure compliance and progress of all students receiving special education services.

g. Review IEP's and Section 504 Plans of incoming students with the goal of determining what services can reasonably be provided using school resources and what will need to be provided via an external provider. As required by state law, the special education teacher will hold a move-in conference within 10 school days, which will include the special education teacher, parents/guardians, lead teachers and the principal or principal's designee.

To meet the needs of our students with IEPs, we will have a Special Education Lead teacher who will provide professional resources and development to all teachers to insure we are meeting the needs of those students who have IEPs as well as those who are struggling to meet grade level proficiency. The Special Education Lead will also act as our data coach in the first few years of the school's development.

High level special education support will be contracted out in our initial years of operation. This support will be provided and under the direction of the Special Education Lead and the school's Principal or designee. The support will be to deliver effective interventions while ensuring proper documentation and compliant processes and procedures. Listed below are the support functions that Global Prep will contract out:

- ☐ Preliminary Consultation This consultative support will include, but not be limited, to the following: evaluation of policies and file setup/maintenance, evaluation of compliance with state and federal requirements, assessment of providers performing direct services and the development or refinement of a school budget for direct special education services.
- ☐ Special Education File Maintenance – To maintain the filing system and establish effective processes for Child Find, Records Requests and General File Maintenance.
- ☐ Compliance Monitoring – To insure compliance with state and federal authorities through monthly communication with School's Teacher(s) of Record, production of monthly reporting for School, and periodic internal audits of materials.
- ☐ Speech/Language Services and other Therapies – To provide on-site speech and language services or any additional therapies needed by our students.
- ☐ Direct Administrative and Management Support –This will include Federal B and State reporting, Medicaid reimbursement, audit preparation, ongoing supervision of the compliance function and professional development and coaching.

English Learners

While primary language literacy is critical to the success of English Learners (ELs) in a two-way immersion program, at Global Prep, ELs are provided with comprehensive, high-quality English Language Development instruction to become fully proficient and able to achieve equally with students who are proficient in English. Beginning fully at grade 2, all of our students will be grouped heterogeneously for all classes, providing English learners the benefits of peer modeling and cooperative learning.

To best meet the needs of our students we will begin by identifying students who are ELs using Home Language Surveys, as well as informal interviews in the student's native language and in English. Instructional goals will be set by staff and students' families to ensure that students meet identified instructional goals in their native language as well as in the second language.

An additional layer of support for our students is the English Language Development (ELD) program. Instruction in ELD will be aligned with state English Language Arts and content standards to equip students who have limited proficiency in English with the language necessary to succeed in the core curriculum. Comprehensive, direct, high-quality instruction about the English language, including listening comprehension, speaking, reading, and writing, will be provided during our structured Success Period. We are prepared to provide pull-out services to both native and non native English students as needed.

Second Language Learners

All Global Prep students will be second-language learners, known more widely as Emerging Bilinguals. Because every child will be learning through another language, it is extremely important that the needs of Emerging Bilinguals are the focus of all instructional decisions that we make. In year one, our professional development will focus on dual language instruction and second language acquisition. This will allow teachers to determine whether a student has a language deficiency or is experiencing the normal stages of learning a second language. Training and professional development will include research based language and literacy instruction strategies.

At Global Prep, we ensure proper communication with all families by providing all information in English and Spanish as well as by providing translators to meet additional language needs. The engagement of all parents is critically important to us and we will make all efforts to involve and engage parents for the success of their children.

Academically Gifted Students

Global Prep teachers differentiate instruction throughout the day to ensure that students achieve at their highest levels. Additionally, we provide additional individualized instruction time which we call our daily Success Period. Our daily Success Period allows scheduled time for extended projects and learning extensions where students can work specifically outside of their grade level and at the level that suits exactly where they are instructionally.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

In year one, we plan to enroll 100 students in grades K and 1 and 50 students in grade 2. We will add 100 new kindergarten students each subsequent year until the school reaches full capacity serving grades K-8. Below are the enrollment targets over the first six years of our school's operation. *The enrollment chart reflects the natural attrition seen in schools with high poverty.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Kindergarten	100	100	100	100	100	100	100
Grade 1	100	100	100	100	100	100	100
Grade 2	50	90	90	90	90	90	90
Grade 3		45	85	85	85	85	85
Grade 4			40	80	80	80	80
Grade 5				40	75	75	75
Grade 6					30	75	75
Grade 7						30	70
Grade 8							30
Total	250	335	410	490	555	635	705

Rationale for School Size: Our enrollment plan balances the following premises:

- Students who obtain a solid educational foundation are much more likely to succeed in their future academic and professional careers. Therefore, we plan to open at the elementary level in order to reach students as early as possible and put them on a positive trajectory to high school and college.
- Given the challenges associated with creating a new Dual Language school, we believe we best meet the needs of our students by opening with grades K-2 and adding one grade level each year.
- We anticipate having 100 students per grade level in grades K-1. At the primary level,

each grade team will have four teachers allowing for 25:1 student teacher ratio. Class sizes will remain low in grades 3-8 and will not exceed 30 students in a class.

We recognize that as a public charter school we cannot deny access to students who would like to enter after grade two. To best live out the mission of our school, which is to develop students to be bilingual and biliterate, families must recognize that language skills build upon one another and the process towards bilingualism takes students five to seven years.

Demand for School: We have reviewed the Census tract data in our target geographies and reviewed the public education options for the children in the area to help assess the demand for a dual language school. We have also had conversations with community organizations, parents, educational leaders and non-profit organizations. In an effort to get to the heart of what school options parents want on the northwest side, we worked with our community partners in order to conduct face to face and phone interviews with potential families. For our interviews, we targeted families in our socio-economic demographic who were native Spanish and English speaking as well as those families who were already multilingual. Interviews were conducted in the Native language of the parents. After one-on-one interviews with families in our target area, we have additional information regarding what families are looking for in a school as well as their interest in a dual language immersion

ATTACHMENT H shows all interview questions as well as a full summary of the data collected.

Conclusions based on the interviews:

- All parents regardless of ethnicity talked about a good school being one where they felt their children were cared for and safe.
- Strong communication between the staff and the parents was another need that came out in most interviews.
- Many parents who had themselves been educated in other countries talked about the importance of teachers being certified and experienced.
- 92% of parents interviewed stated that they would be interested in a dual language school. Some comments included:
 - “Speaking two languages allows you to get a good job.”
 - “Employers are looking for bilingual people to hire.”
 - “A school like this would allow my child to read in Spanish. I have been worried that he can’t read in Spanish and I am not sure how I am going to teach him that.”
- Parents raised similar questions about the dual language program. The most common questions were:
 - “What does it look like in the school to learn in Spanish and then learn in English?”
 - “What happens if I don’t speak Spanish and my child has work I don’t understand? How can I help her?”
 - “If my child has an IEP would this be a school he could go to?”

Based on the interviews conducted in the vicinity of the International Marketplace, it is clear there is a demand for a dual language program in the area. The needs parents expressed will be useful as we market our school to the wider community. The concerns and questions raised

during the interviews are questions we must be prepared to address as we recruit families and inform the community about Global Prep Academy.

During the interviews we gained a great deal of valuable feedback from families. In an effort to remain connected and engaged in the wants and needs of the community, we will continue to conduct interviews and focus groups within our target market. To further extend our marketing efforts, we will conduct demonstration lessons during summer camps, in preschools and in churches to help families get a better sense of how dual language programming works. While our initial questionnaire did not ease the distrust and misunderstandings many families have about charter schools, we will use the year leading up to the opening of the school to educate parents on how Global Prep and public charter schools work.

Recruitment: The school will engage in extensive efforts to inform families about the new school. We will knock on doors and recruit families in supermarkets, community centers, and apartment complexes and public housing; reach out to community-based organizations, local not-for-profit and civic organizations, local businesses, and religious organizations; and host information sessions at day care centers, Head Start programs, afterschool programs, and youth centers. We will also recruit at health clinics, doctor and dentist offices in the area. We will use social media to inform parents as well as the community about Global Prep and Dual Language programming. We have plans to create a Facebook, Twitter, and Instagram page specifically for community outreach. Parental outreach and recruitment activities will be conducted in English and Spanish.

Enrollment Process: The school's admissions practices will comply with state law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful. In an effort to achieve a 50% English and 50% Spanish enrollment, we will track home language as families enroll as a way to better direct our recruitment efforts. While we cannot determine enrollment based on home language, we can intensify our recruitment strategies if we are not meeting our desired language balance to achieve Two Way Immersion.

As per IC 20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

The school's open enrollment period will allow for a broad-based recruiting and application process. The appropriate development of promotional and informational materials in both English and Spanish will appeal to both of the target language populations of the school. The school will hold an open enrollment for a period of two weeks in the Fall of 2015 and Winter/Spring 2016. Examining the trends noted in surrounding charter schools, we will enroll

over 20% noting that often all of the families who sign up to attend often do not show up when school starts. We will also create a plan to keep our new families committed to sending their children to Global Prep Academy. Our staff will conduct home visits, attend community events, provide school tours and several welcome events in the months leading up to the start of school.

The school will provide notice of open enrollment by:

- Mailing and emailing notice of the open enrollment period and provide applications to all families who inquire about the school;
- Outreach meetings in the target area as well as areas within a 5-mile radius of the school's location to reach perspective students and parents;
- Using social media (Facebook, Twitter, Instagram, etc.) to inform parents about enrollment;
- Posting written notice of the open enrollment period at the school facility, area libraries, community centers, day care centers and churches; and
- Placing written notice of the open enrollment period in local newspapers.

If fully completed applications exceed the number of spaces available, applications are to be drawn by a random selection lottery process. Guaranteed space will be given to students enrolled and admitted the prior year, and priority in the lottery will be given to siblings of students already enrolled. Applications received after the deadline will be added in the order in which they were received.

Applicants on the waiting list must resubmit an application for the following year prior to the enrollment window for the next academic year. Once admitted, students will remain eligible to be admitted for successive years without having to re-enter the selection process.

B. Governance and Management

Global Prep's founding board of directors is a diverse group of community representatives and educational experts who fully support the mission of the school. The members represent broad areas of expertise, including finance, organizational management, law, accounting/auditing, fundraising, philanthropy and community leadership, educational leadership, and business. The founding board will recruit and select additional members in accordance with the Bylaws. Our goal is to have a full board that is representative of the students and families that we serve. Below is a description for each member of the current board of directors that summarizes his or her experience, qualifications, relevant affiliations and what they contribute to the founding group of Global Prep Academy. Please see Attachment K for Board Member and School Founder/Principal resumes and memorandums.

Global Preparatory Academy – Board of Directors

Name	Relevant experience/qualifications/affiliations	Proposed role(s)
Terry Dwyer	Highly successful CEO and senior executive with publishing, consumer, and technology companies. Terry brings technology, management and strategic planning experience.	Board Member
Bill West	Former Senior VP and COO accountant with Mays Chemical Company, the nation's top Black owned company and nations largest chemical distributors. He is currently the President of WestReyna LLC, a consulting practice providing management advisory services to small business.	Board Member
Kim Jacobs	Documentary film producer, writer and former news reporter at WTHR. She has a host of television experiences as well as experience in marketing and public relations.	Board Member
Marilyn Leatherman	Educator with more than 30 years experience working in IPS, Washington Township and Pike Township. Throughout her career in education, she has been a Principal, curriculum specialist, turn-around School Coach, and trained mentor.	Board Member
Elizabeth Lacy	Partner with Barnes and Thornburg LLP focusing on corporate transactions and general corporate services. She has provided legal advice to various types of companies at different stages in their development for over 20 years. Additionally, she has served as a board member on, or in an advisory capacity to, several community organizations that relate to schools or children programming.	Board Member

Azure D.S. Angelov	Ph.D. Associate Professor & Institutional Review Board Chair, University of Indianapolis Visiting Professor of Research, Evaluation, and Development, MSD of Wayne Township. PhD in Special Education with a minor in Multicultural Education, 2006 Dissertation: Power, Families of Color, and Special Education: A Qualitative Examination of Discourse between Families and Professionals in an Urban Setting.	Board Member
Kevin Hampton	Vice President and Senior Portfolio Manager at The National Bank of Indianapolis. Responsible for the management of equity, fixed income and balanced portfolios, Kevin has considerable experience in equity analysis and portfolio management for personal, charitable, corporate and Employee Retirement Income Security Act (ERISA) clients. Prior to joining Diamond Capital Management in 2000, Kevin spent more than 20 years in the financial services and investment industries of the Trust & Investment Management Division of Merchants Capital Management and subsequently National City Bank.	Board Member

Organizational Structure: The Board of Directors will be comprised of seven to 15 community, business, and education leaders all committed to improving educational opportunities for underserved children in Indianapolis. The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the principal. The board shall be responsible for governance, policymaking and overseeing implementation of the school's philosophy and mission. As a part of their overall responsibilities, the Board shall solicit input from, and opinions of, the parents and guardians of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The board will operate in accordance with its Articles, Bylaws and applicable Indiana open meetings laws. The board will completely support the mission of the school and will serve because of a strong belief in its goals. Board members will represent a broad area of expertise. The board will meet monthly, with the Chair presiding over meetings.

Global Prep Academy is an Indiana not-for-profit corporation that has applied for federal tax-exempt status pursuant to section 501c (3) of the Internal Revenue Code. The IRS Form 1023, Application for Tax Exempt Status, Articles of Incorporation, and Bylaws are attached hereto as Attachment G.

Roles and Responsibilities: Below is an outline of the major roles and responsibilities of the board, principal, and key personnel of the school.

Board of Directors: The primary responsibility of the board of directors will be to set policies and work with the principal guiding the school. The board will meet on a monthly basis, unless otherwise noted. The responsibilities of the board as further outlined in the Bylaws (see ATTACHMENT L) include, but are not limited to:

- Establish and maintain, all policies governing the operation of the charter school;
- Create, implement, and monitor an annual strategic plan for the school;
- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or in the Bylaws;
- Approve all educational, financial, legal, operational, and personnel issues, and work with the principal and staff to implement these policies;
- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines;
- Hold the principal accountable for the academic mission and fiscal practices of the school;
- Approve and monitor management of school liabilities, insurance, and health and safety related matters. Approve and monitor the budget and the School's fiscal practices, including the receipt of grants, gifts, and donations;
- Receive and review all financial reports and the yearly financial audit.
- Provide support to the school through fundraising, marketing, and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations, and corporate entities that support education through noncommercial relationships.

The board will be responsible for setting policies consistent with Global Prep's mission, and the Principal will be responsible for carrying out those policies. The Principal will coordinate all school-wide planning and administration that involves the school's professional staff, parents, and community members, and will establish and review the school's educational plans, goals, performance objectives, and major classroom instructional programs.

Board Chair

The Board Chair is the senior volunteer leader of the organization who presides at all meetings of the board and other meetings as required. The Board Chair oversees implementation of board and organizational policies and ensures that appropriate administrative practices are established and maintained. The responsibilities of the Board Chair include but are not limited to:

- Preside over and direct the board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Ensure board activities are in compliance with the state and federal statutes and regulations.

Board Vice Chair

The Board Vice Chair is the secondary volunteer leader of the organization and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

Treasurer

The Treasurer shall maintain oversight of the organization's commitment to its goals and objectives, understand financial accounting for nonprofit organizations, work with the Director of Operations to ensure that appropriate financial reports are made available to the Board on a timely basis and filed with the appropriate state and federal agencies.

Secretary

The Secretary will be the custodian of the records. The Secretary shall be responsible for all documentation and recording of minutes. He/she will provide the minutes prior to the board for approval.

Principal

The school leader and founder, Mariama Carson, has been in education for the past 18 years. Carson is an award-winning bilingual educator from the Metropolitan School District of Pike Township in Indianapolis, Indiana. Carson has received numerous honors during her career in education, including the \$25,000 Milken National Educator Award, known as the "Oscar" of teaching. In 2013 she received The United Way of Central Indiana's Student Success Grant, valued at \$242,000 to implement school-wide innovative practices designed to enhance student learning at Snacks Crossing Elementary School where she served as principal. In 2014, she received the Mind Trust's highly competitive Education Entrepreneur Fellowship to launch a dual language school. In November, 2014, she received the prestigious "Transformational Educator Award" from Indiana University's School of Education. For the past year, Carson has been traveling throughout the country visiting dual language schools as well as high performing schools to develop the first dual language charter school in the state of Indiana.

The Principal will report to the board and will work with the Dual Language Coordinator to direct the activities of the teachers and other staff. Responsibilities include but are not limited to:

- Recruit, select, and evaluate all instructional and non-instructional staff;
- Manage instructional and non-instructional staff;
- Coordinate student and teacher programming, including curriculum development;
- Manage everyday operations including crisis management and life safety compliance;
- Maintain school budget records;
- Write, sign, or co-sign all school checks; and
- Serve as the lead person for cultivating community partnerships.

Curriculum. The Principal will be responsible for ensuring the overall curricular policy and the school's mission. The Principal will implement that policy and develop and maintain, with input

from teachers, a cohesive K-8 curriculum. The Principal and Dual Language Coordinator will also be responsible for implementation of the Indiana Academic Standards. Together they will also be responsible for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

Personnel. The Principal and Dual Language Coordinator will be responsible for staffing.

Budget Allocation and Vendor Selection. The Principal will submit an annual budget to the Board of Directors during the spring of each year. The board must approve the annual budget each fiscal year and conduct yearly independent financial audits. The Principal will have latitude in determining how funds are best used within certain budget categories and vendor selection.

Purchasing. The Director of Operations, in consultation with the Principal, will be responsible for soliciting bids from various vendors (food services, office supplies, furniture, telecommunications, etc.).

Other Key Personnel:

Dual Language Coordinator

The Dual Language Coordinator will be bilingual in order to assist with all instructional and community engagement needs. Additional responsibilities include:

- Ensure that school-wide facilities (library, computer lab) have adequate, up-to-date materials in the partner language.
- Organize ongoing professional development activities, coach teachers, and mentor new staff.
- Support principal with hiring teaching staff.
- Organize activities to bring families together to reinforce the cross-cultural goals of the program.
- Ensure that all communication with parents and families is in both languages and that meetings and events are conducted in both languages.
- Create and monitor procedures for TWI teachers to collaborate and articulate instruction with support service staff.
- Coordinate the selection of assessments in the partner language and manage the analysis of data.
- Ensure that teachers understand how to interpret and use data from partner-language assessments for instructional and program planning.

Office Manager

Oversee the ongoing business operations at the school, ensuring implementation and maintenance responsibilities that allow the Principal and instructional staff to focus on instruction. The office manager will work directly with the contracted custodial services, food

services and additional vendors.

C. Community Partnerships

Global Prep Academy believes that thoughtful community partnerships will be a major factor in our success. We have worked to build community partnerships throughout the city and will continue to do so in order to access more resources for our students and families. At Global Prep, we believe building strong ties to the community we serve will help both promote parental involvement and student retention. In addition to teaching children, we aspire to be a community resource for our families to receive support that they need outside of school. Listed below are our identified community partners. In the coming year we will continue to develop our list of community partners to include business owners in the community as well as faith based leaders.

ATTACHMENT N includes letters of support from existing organizations and their willingness to support Global Prep Academy.

*Indiana University Purdue University Indianapolis

* La Plaza

*Indiana Latino Institute

*Lafayette Square Coalition

*Indianapolis Museum of Art

*Eskenazi Health

*Indianapolis Marion County Public Library

*The Mind Trust

*Shalom Healthcare

D. Budget and Financial Matters

Budget projections for the first five years of the school's operation are found in the accompanying document along with the first-year cash flow analysis. Outlined budget assumptions can be found in ATTACHMENT A.

E. Facility

Our board is currently working to secure a facility on the northwest side of Indianapolis in the International Marketplace. We are in talks with IPS around possibly collocating in one of their underutilized buildings. We should have more information on our facility by the beginning of April 2015.

F. Transportation

We are committed to implementing a transportation plan that ensures the school is open and accessible to all students. We intend to be located in an underserved neighborhood where the majority of our students will reside within a three-mile radius of the school. We anticipate that a majority of students will be able to walk to the school or be driven to the school by a parent/guardian. To provide adequate access to our families, we will establish satellite bus stop locations for students residing more than one mile from the school. We will evaluate the location for these stops based on high student enrollment areas and contract with a private bussing company to provide transportation to students in accordance with the set policies of the board.

ATTACHMENT A

Budget Narrative Questions

1.Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties.

Because the nature of the charter school business requires schools to be adept with dealing with financial shortages, we have plans in place to deal with any possible financial shortfalls. These plans include several options from which to pull from depending on the circumstance.

1. I along with the board will fundraise from June 2015 – June 2016 with a plan to secure \$50,000 - \$100,000 of unrestricted funds. We will also be applying for several grants through foundations whose mission's are aligned to the work that we are doing. Some of the foundations we may pursue are included below:

* Kellogg Foundation – Their current *focus is on propelling and strengthening impoverished children (subcategories related to Global Prep include: education, racial equality, community)*

* Annie E. Casey Foundation – Specific project alignment “The Campaign for Grade-Level Reading” – Uniting partners across the nation to make reading proficiency by the end of third grade a priority and to improve school readiness, attendance and summer learning. (they are currently focused in Indiana)

*Ford Foundation – Their funding focus is on reducing poverty and injustice; promoting democratic values; and advancing human knowledge, creativity and achievement.

*Wallace Foundation – Their mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. (Subcategories related to Global Prep include: summer and expanded learning, arts education and after school programming)

*Charles Steward Mott Foundation – Their mission is to create an environment in which low- and moderate-income children and youth have access to a full educational experience connecting with family and community and leading to academic and economic success.

*Mona Foundation, Supporting Universal Education – They currently fund work done in public schools with high ethnic and language diversity.

2. Obtain a line of credit from a bank to cover the expenses until reimbursements are available. Kevin Hampton, one of our board members works for The National Bank of Indianapolis and will guide our efforts to secure a line of credit at NBOI or another bank that will work with a new charter school.

2. Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible.

Special Education Costs – Our budget includes conservative estimates for special education revenue and expenses. In our budget, our special education expenses are based on the assumption that 10% of our students will qualify for special education services in grades K-3. While charter schools often have 20 – 25% of their total student population qualify for special education services, it is atypical for charter schools to enroll such a high percentage of students who qualify

for special education services in grades K-3. Therefore, we believe that our expense assumption is conservative for these services and will be sufficient to serve our students properly in year 1.

To keep our expenses down in year 1, we have budgeted for one special education teacher and no assistant. In the event that more special education support is needed, for example, a special education assistant, we believe that revenue receipts will be greater than assumed in the budget we have prepared. We will be able to accommodate an assistant with the increased special education revenue we will receive from the Indiana Department of Education.

2. Transportation – Our budget includes the expense of having two buses. Having transportation services worked into our budget, we are financially predicting that over half of our students (120 students) will be picked up and dropped off via bus. Bus transportation will aid families in access to the school and help us to reach our enrollment targets. Brian Anderson, our consultant for budget and accounting is presently consulting with an existing charter school and has helped us assess the exact funds needed to cover transportation.

3.Explain your rationale for the enrollment projections you made on Tabs 1 and 3

Our enrollment target for year 1 is 250 students; however, our budget includes revenue for the enrollment of 220 students. We expect to enroll more kindergarten and 1st grade students which is typical in most charter schools. For that reason, we anticipate 100 students will enroll in kindergarten and 100 will enroll in 1st grade. 2nd grade is traditionally a harder grade to fill in the first year of a charter school so we have set 50 students as our enrollment target for that grade level. With a high target of 250 students and a budget for operation with less students, we recognize that there is some flexibility to potentially enroll more students in grade 1 than grade 2 without negatively impacting the budget. We are prepared to adjust staffing plans at the grade levels of enrollment to accommodate our targeting enrollment without increasing our teaching staff.

4.Please include any additional details necessary for understanding your strategic budgeting priorities.

1. Global Prep's projections for PCSP funds are current estimates based on average PCSP application scores/awards. Thus our budget includes grant amounts of \$190,000 during the planning year and \$250,000 for implementation in years 1 and 2.
2. Global Prep is developing a proposal to the Walton Family Foundation for a \$250,000 Post- Authorization Startup grant to cover a portion of the first-year costs of implementing our educational program. This grant application will only be submitted after the school's charter is approved by the Mayor.
3. Our school facility has not yet been determined. We are in talks with IPS to collocate in an IPS building. We have met and toured our ideal IPS building with the district's space planner and facilities director to discuss our facility needs. While they have not yet given us the terms for the lease or the exact location, they have stated that they will provide specifics in April 2015.

There are currently two charter school operating in IPS facilities. These schools would not provide us with the exact amount paid for their lease. We are currently assuming a lease payment of \$15,000 a month for the leased space. If we cannot agree upon lease terms with IPS, we are prepared spend 15% of our revenue on leasing a facility. Our current budget has funds available to lease another space without changing our program model or negatively impacting the budget.

4. Teacher salaries will vary depending on their level of experience. For budgeting purposes, all salaries are set at \$42,000; however, we anticipate that teacher salaries will range in the first 5 years from \$38,000 to \$45,000. At each grade level, we will hire a “Master Teacher” who has additional experience as well as a past record of success. The Master Teacher will be paid \$45,000 and will act as the grade level lead and liaison.

ATTACHMENT B

Dual Language Stand Goals

Like all educational programs, dual language programs today are strongly influenced by the provisions of the No Child Left Behind Act (NCLB, U.S. Department of Education, 2001). The key components of this legislation were taken into consideration during the creation of this document. The *Guiding Principles* reflect NCLB requirements such as annual achievement objectives for all students, including English language learners; annual testing of all students in Grades three through eight; alignment of curriculum with state standards; research-based teaching practices; whole-school reform driven by student outcome data; and whole-staff commitment to the continuous improvement of student outcomes. By helping English language learners and native English speakers achieve high standards in English and another language, dual language programs can be an effective tool for schools and districts seeking to achieve NCLB goals. (Linholt-Leary, San Jose State: Center for Applied Linguistics)

The Strand and principles for effective dual language programming are detailed below and will be used to guide our program creation, and programming implementation with fidelity.

Dual Language Program Essentials

STRAND 1	<i>Assessment and Accountability</i>
Principle 1	The program creates and maintains an infrastructure that supports an accountability process.
Principle 2	Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
Principle 3	The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.
Principle 4	Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
Principle 5	Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.
Principle 6	The program communicates with appropriate stakeholders about program outcomes.
STRAND 2	<i>Curriculum</i>
Principle 1	The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.
Principle 2	The program has a process for developing and revising a high quality curriculum.
Principle 3	The curriculum is fully articulated for all students.
STRAND 3	<i>Instruction</i>
Principle 1	Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
Principle 2	Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
Principle 3	Instruction is student-centered.
Principle 4	Teachers create a multilingual and multicultural learning environment.
STRAND 4	<i>Staff Quality and Professional Development</i>
Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program has a quality professional development plan.
Principle 3	The program provides adequate resource support for professional development.
Principle 4	The program collaborates with other groups and institutions to ensure staff quality.

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Available online as a free PDF, the *Guiding Principles* can be found at www.cal.org/twi/guidingprinciples.htm.

Dual Language Program Essentials

STRAND 5	
Principle 1	All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy and cross-cultural competence while meeting grade-level academic expectations.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	The program has used a well-defined, inclusive, and defensible process to select and refine a model design.
Principle 5	An effective process exists for continual program planning, implementation, and evaluation.

STRAND 6	<i>Family and Community</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.					
Principle 2	The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.					
Principle 3	The program views and involves parents and community members as strategic partners.					

STRAND 7	<i>Support and Resources</i>
Principle 1	The program is supported by all program and school staff.
Principle 2	The program is supported by families and the community.
Principle 3	The program is adequately funded.
Principle 4	The program advocates for support.
Principle 5	Resources are distributed equitably within the school.

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Available online as a free PDF, the *Guiding Principles* can be found at www.cal.org/twi/guidingprinciples.htm.

ATTACHMENT C – Academic and Performance Goals

Global Preparatory Academy K-8

Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.

Academic Performance Goal #1: 90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).

Assessment Tools and Measures: NWEA, and Fountas and Pinnell Running Records assessment

Attachments: NWEA Norm Reference Chart and Fountas and Pinnell Annual Reading Targets (see ATTACHMENT G)

Rationale for Goal and Measures: Mastery of grade-level reading is essential for students to excel in high school, college, and beyond. Additionally, this goal is inline with our mission to educate students to be biliterate.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: We will assess students at the start of each school year to collect baseline data.

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	More than 80 % of students will demonstrate at least one year's reading growth in both their native language (L1). <i>In year 1, students will only receive reading instruction in their native language.</i>	80% of students will demonstrate at least one year's reading growth in both their native language (L1). <i>In year 1, students will only receive reading instruction in their native language.</i>	At least 75% of students will demonstrate at least one year's reading growth in both their native language (L1). <i>In year 1, students will only receive reading instruction in their native language.</i>	Less than 75% of students will demonstrate at least one year's reading growth in both their native language (L1). <i>In year 1, students will only receive reading instruction in their native language.</i>
2	2017-2018	More than 85% of students will demonstrate at least	85% of students will demonstrate at least one year's reading	At least 80% of students will demonstrate at least	Less than 80% of students will demonstrate at least

		one year's reading growth in both their native language (L1).	growth in both their native language (L1).	one year's reading growth in both their native language (L1).	one year's reading growth in both their native language (L1).
3	2018-2019	More than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	70% - 79% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 70% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).
4	2019-2020	More than 85% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	At least 85% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Between 80% - 84% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).
5	2020-2021	More than 88% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	At least 88% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Between 80% - 87% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).
6	2021-2022	More than 90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	At least 90% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Between 80% - 89% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).	Less than 80% of students will demonstrate at least one year's reading growth in both their native language (L1) and in the second language (L2).

Global Preparatory Academy K-8

Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.

Academic Performance Goal #2 – Annually, 80% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency on state standardized tests.

Assessment Tools and Measures: ISTEP and IREAD

Attachments: N/A

Rationale for Goal and Measures: Mastery of grade-level reading, writing and math standards is essential for students to excel in high school, college, and beyond.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: NWEA data from the beginning of the year.

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	N/A – There will be no grade 3 students in year 1.			
2	2017-2018	More than 68% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	68% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	At least 65% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	Less than 60% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.
3	2018-2019	More than 70% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	70% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	At least 68% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	Less than 65% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.

4	2019-2020	More than 72% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	72% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	At least 70% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	Less than 68% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.
5	2020-2021	More than 75% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	75% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	At least 72% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	Less than 70% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.
6	2021-2022	More than 80% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	80% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	At least 75% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.	Less than 70% of students who have been enrolled for at least 2 years will demonstrate grade level proficiency in language arts and math.

Global Preparatory Academy K-8

Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.

Performance Indicators: Academic Performance Goal #3 – Global Prep will maintain a 80% student retention rate.

Assessment Tools and Measures: Student re-enrollment

Attachments: N/A

Rationale for Goal and Measures: Student retention improves student achievement and supports enrollment goals that ensure adequate funding for the school

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: Previous year's enrollment

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
2	2017-2018	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
3	2018-2019	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
4	2019-2020	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
5	2020-2021	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%

Prospectus - Spring 2015

6	2021-2022	Student retention rate is above 80%	Student retention rate is at 80%	Student retention rate is between 80% and 75%	Student retention rate is below 75%
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Global Preparatory Academy K-8

Our mission is to provide tomorrow's leaders and global citizens with the highest quality of instruction through language immersion and experiential learning that is culturally relevant. In a highly engaging and nurturing environment, native English speakers and native Spanish speakers will learn to speak, read and write proficiently in both languages.

Performance Goal #4 – Global Prep will reach its enrollment targets.

Assessment Tools and Measures: Student enrollment records

Attachments: N/A

Rationale for Goal and Measures: Achieving our enrollment goals is necessary to ensure adequate funding for the school.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: N/A

Charter Year	Calendar Year	Exceeds Standards	Meets Standards	Approaching Standard	Does Not Meet Standard
1	2016-2017	Student enrollment is above 88% of set target.	Student enrollment is at 88% of set target.	Student enrollment is between 87% and 81% of set target.	Student enrollment target is below 80% of set target
2	2017-2018	Student enrollment is above 88% of set target.	Student enrollment is at 88% of set target.	Student enrollment is between 87% and 81% of set target.	Student enrollment target is below 80% of set target
3	2018-2019	Student enrollment is above 88% of set target.	Student enrollment is at 88% of set target.	Student enrollment is between 87% and 81% of set target.	Student enrollment target is below 80% of set target
4	2019-2020	Student retention rate is above set target.	Student enrollment is at 90% of set target.	Student enrollment is between 85% and 90% of set target.	Student enrollment target is below 85% of set target
5	2020-2021	Student retention rate is above set target.	Student enrollment is at 90% of set target.	Student enrollment is between 85% and 90% of set target.	Student enrollment target is below 85% of set target

6	2021-2022	Student retention rate is about set target.	Student enrollment is at 90% of set target.	Student enrollment is between 85% and 90% of set target.	Student enrollment target is below 85% of set target
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ATTACHMENT D

Global Preparatory Academy & IUPUI Partnership Professional Development Plan

Goals:

1. Create a curriculum design framework for the dual language program. The framework will infuse important instructional pieces from Project GLAD and the relevant pieces found in the Critical Socio-cultural framework of Equity.
Rationale: *The framework will help support the teaching team at Global Prep as they create interdisciplinary units that incorporate the needs of dual language learners along with meaningful instructional opportunities that directly impact student learning.*

Direct Support

- A. Guiding team through the design of interdisciplinary curriculum development.
 - B. Professional Development
 - a. Curriculum mapping and unit design
 - b. Community mapping
-
2. Support the development of a strategic parental engagement plan. The plan will be built using the Five levels of Parental Engagement as a guide.
Rationale: *At Global Prep, we are committed to providing the conditions that allow parents of all socio-economic and ethnic backgrounds to engage fully in their child's education. We recognize that parents must be empowered in order to maximize our partnership.*
-
3. Professional Development and Coaching
In order to achieve the first two goals, professional development training and coaching of teachers as they work with our students will be of paramount importance. Listed below are areas of focus for professional development.
 - I. **Cultural Norms** - We will begin by taking the vision of the school and clearly defining how we will live and work as a staff, with students and with the parents.
 - II. **Curriculum and Unit design (see #1)**
 - III. **Six Standards for Effective Pedagogy**- The Six standards focus on how teachers effectively communicate the curriculum to students and provide meaningful ways for students to make relevant meaning from the curriculum.
The Six standards include:
 1. Joint Productive Activity – Teachers and students produce together
 2. Language and literacy development – Developing language and literacy across the curriculum.

3. Contextualization – Making meaningful connections to students' lives.
4. Challenging Activities – Teaching complex thinking
5. Instructional Conversations – Teaching through conversations
6. Critical Stance – Teaching to transform inequities

Implementation Timeline

March 2015 – Template created for design of curriculum

April 2015 – Create Scope and Sequence for all grade level standards in grades K-2.

May 2015 – Planning session with IUPUI and Global Prep team

July 2015 – (end of month) Mapping of curriculum with GPA team. This process will begin with the IUPUI team but will continue with the GPA team from July – December.

Intended outcomes – DRAFT of yearlong interdisciplinary theme to grade level standards for grades K-2.

January 2016 – Share initial drafts with IUPUI team to plug in professional development dates and modules. Dual Language Coordinator will be on staff at this time.

January 2016 – Curriculum will be chosen and ordered.

April 2016 – Cultural Norming PD process with team of teachers. We expect to have the majority of teachers hired at this time.

May 2016 – Curriculum Mapping and Unit Design. Teachers will play a crucial role in using the created template to create cultural and community connections to enhance the unit designs. Teachers will take the DRAFT units that are created to add in the critical piece, which is the community context: how will these units be directly relevant to our students' communities and lives?

July 2016 – Staff Onboarding – The Global Prep team will focus on preparing to open the school for 4-weeks. The team will be involved in building trainings, community building, home visits, classroom preparation, etc.

Teachers also will receive training from IUPUI delivering instruction to second language learners. (Six Standards)

August 2016 – School Opens

September 2016 – TBD – Professional Development and staff coaching continues

Professional Development Implementation Timeline

Year 1 2016 – 2017	Year 2 2017 – 2018	Year 3 2018 – 2019
*Culture *Dual Language 101/ Second Language Acquisition *Glad Tier 1 *Six Standards 1& 2	*GLAD Tier 2 *Parental Engagement *Authentic Assessment *Six Standards 3& 4	*GLAD Tier 3 *Six Standards 5 & 6
Professional Readings		
<u>Teaching for Biliteracy</u> - Karen Beeman & Cheryl Urow <u>Bicultural parent engagement: Advocacy and empowerment</u> – Olivos, E. M., Jimenez-Castellanos, O., & Ochoa, A.M.	<u>Strategies for communicating and working with diverse families-</u> Mena, J. Gonzales <u>Spotlight on Young Children: Supporting Dual Language Learners</u> – Meghan Dombrink-Green & Holly Bohar	TBD

ATTACHMENT E

School-Wide Discipline Plan

Disciplinary Procedures and Due Process: Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. Inappropriate behaviors at Global Prep fall into three categories or levels of offenses. Each level is addressed either by the classroom teacher or the school administration and parents/guardians are made aware of offenses at all levels of our school wide discipline plan:

Examples of Level 1 Offenses

Handled by the teacher(s)

Level 1 Offenses	
Not following directions Running in hallways Excessive talking Inappropriate laughing/sneering Derogatory notes/pictures Teasing/put downs Inappropriate language	Eye rolling Interrupting Consistent tardiness Name calling Misuse of materials Wandering Mocking

Examples of Level 2 Offenses

- Handled by the teacher and accompanied by parent contact

Level 2 Offenses	
Back talking/arguing Inappropriate gestures/language Taunting Refusing to work	Open defiance Cheating/lying Throwing objects Hitting

Examples of Level 3 Offenses

- Handled by PBIS Team
- Parent contact and conference scheduled.

Level 3 Offenses	
Fighting Ethnic slurs Obscene gestures Inappropriate touching Damaging property Direct and willful disobedience of school rules and policies Disruptive clothing Disrespect for authority	Bullying Threatening/taunting Threatening bodily harm Stealing Use of profanity Pulling fire alarm Excessive truancy Harassment, including sexual harassment

In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

Students with Disabilities: The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act, its implementing regulations and applicable Indiana state law respecting students with disabilities.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred for consideration of a change in the guidelines.

If a student does not currently have an IEP, but prior to the behavior that is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

Suspension and Expulsions

We recognize that there will likely be students enrolled at Global Prep who struggle to make positive behavior choices. For those students, we will make all efforts to address their behaviors using creative solutions that require students to reflect and make better choices. Discipline includes but is not limited to advising and counseling students, conferring with parents or guardians who retain parental and/or educational rights, detention during and after school hours. We will use out of school suspensions and expulsions as a last resort, when all other disciplinary

actions have been exhausted.

Suspensions and expulsions are enacted to promote learning and protect the safety and well being of all Global Prep students. When student safety is compromised it may be necessary to suspend or expel a student from regular classroom instruction. We will ensure that students and their parents or guardians who retain parental and/or educational rights are notified in writing upon enrollment of all discipline policies and procedures.

A student identified as an individual with disabilities for whom the a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004, or who is qualified for services under Section 504 of the Rehabilitation Act of 1973, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Global Prep will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities.

Bus Policy:

Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

1st incident: a written warning is issued and signed by parents/guardians

2nd incident: the student will not be allowed to use the bus for one day

3rd incident: the student will not be allowed to use the bus for 3-5 days depending on the infraction.

ATTACHMENT F

Tracking Second Language Progress (reading, writing, speaking and listening)

WIDA Can do Descriptors - The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. Linguistic complexity; 2. Vocabulary usage; and 3. Language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

The sample shown below is from first and second grades; however, these descriptors are available through 12th grade. You will notice that they clearly indicate specific student performances tied directly to the stages of language acquisition. These indicators are not only valuable when gauging student progress or the students whose native language is not English. These same indicators will be used for all students as we expect all students to speak, listen and write proficiently in at least two languages after at least five years in the program.



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	
SPEAKING <ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "bigger") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retail simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retail stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	
LISTENING					

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house")
WRITING <ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate list of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrases banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences
Level 6 - Reaching				

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Fountas & Pinnell Guided Reading Expectations (native and second language).

The chart below details grade level reading targets for L1 and L2. Formal reading instruction in the second language will begin for students at 2nd grade. In the first year of direct reading instruction in the second language, students will not be expected to read at the same level of proficiency in the 2nd language as they do in their native language. Knowing there will be transference of reading skills shifted to the 2nd language, this process does take time. Students will not be expected to reach reading proficiency in both languages until they have had at least five years in the dual language program.

	Tri. 1 (12 weeks)	Tri. 2 (13 weeks)	Tri 3 (13 weeks)
Kindergarten (native language)	A-B	B-C	C – D
1st Grade (native language)	E-F	G-H	I – J
2nd Grade			
Native language (L1)	J-K	L	M
Second language (L2)	A-D	E-G	H-J
3rd Grade			
Native language (L1)	M- N	O	P
Second language (L2)	K-L	M	N
4th Grade			
Native language (L1)	Q	R	S
Second language (L2)	O-P	Q-R	R-S
5th Grade			
Native language (L1)	S	T	U-V
Second language (L2)	S	T	U-V

http://www.readinga-z.com/updates/raz_correlation_chart.pdf

* Concepts of Print – Concepts of print are “the basic understandings of reading” (McKenna & Stahl, 2009). “Concepts of print can be viewed as basic knowledge about how print in general, and books work” (Holdgreve-Resendez, 2010a).

Concepts of print include students’ understanding: Reading from left to right, Reading from top to bottom, The fact that letters and words convey a message, Print is what we read, The “return sweep”, to move from one line to the next, Illustrations in a book correspond to the print, Every book as a front, back, and an author.

ATTACHMENT G

NWEA Normative Data

At Global Prep Academy, the MAP assessment will be taken three times a year to track student's progress. It will be administered at the beginning, middle and end of the year. NWEA has the ability to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided with Measures of Academic Progress (MAP) and its reports, educators can compare class, or grade level performance from a wide variety of schools across the country. Status norms provide a starting point for educators to review data, and help them gain an understanding of each child's current academic level, where they need focused instruction, and the extent of their progress.

2011 READING NORMS			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
k	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 Math NORMS			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
k	143.7	150.7	159.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	236.0	237.2	238.3

ATTACHMENT H**Global Prep Academy Focus Interviews – Date: _____**

Name:		Email:	
Race/Ethnicity			
African- American	Hispanic	Caucasian	Other: _____

1. What makes a great school?
2. Would you consider your children’s current school a “great school”? Why or Why not?
3. What things would you change if you could?
4. Do you believe that schools should feel like a “family”? If so, in what ways? If not, please explain.
5. Would a school where students are taught through two languages interest you? Why or why not?
6. Are there any advantages or disadvantages that you could see in a school where two languages are used for instruction?
7. Would you consider sending your child to a charter school? Why are why not?

Additional comments:

8. Will you have a child entering grades K, 1, or 2 in 2016? YES NO
 Grade: _____

1. Would you like to receive additional information about the dual language school and program?

YES NO

10. Do you have any specific questions regarding dual language education or the new dual language school?

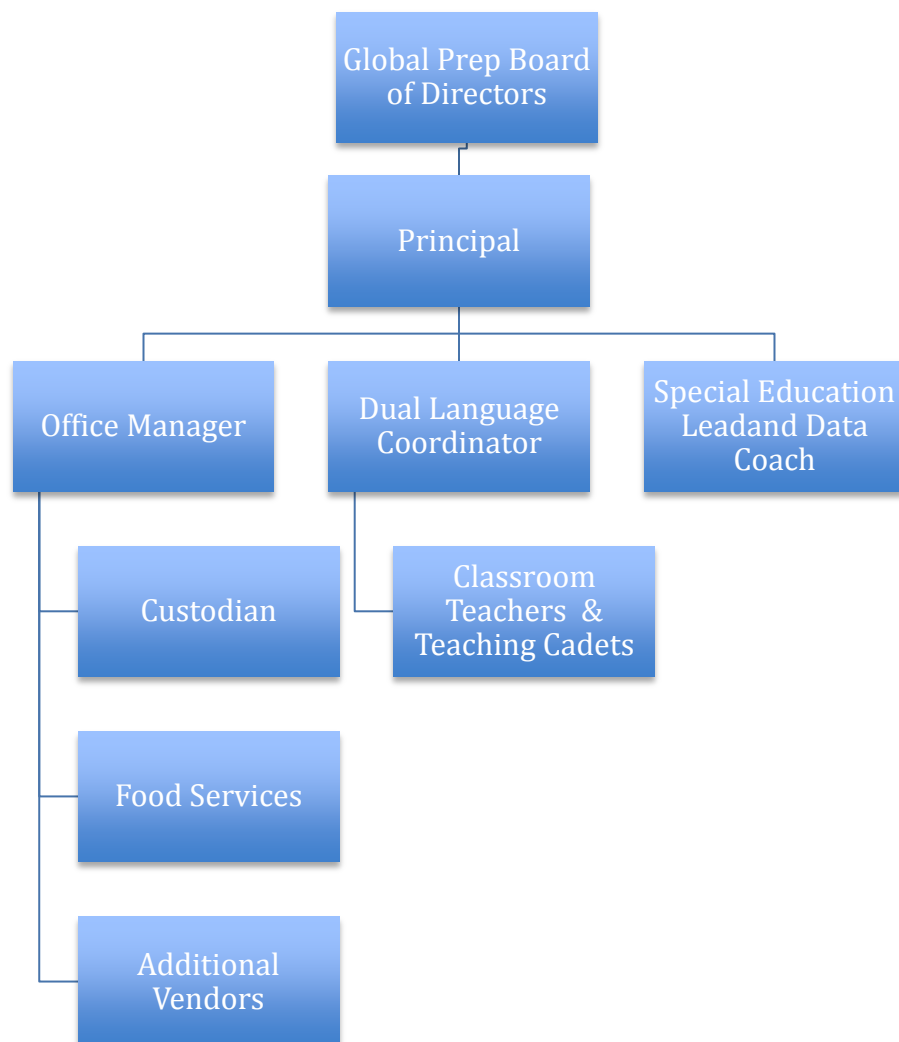
Summary results from Interviews

Interview participants were asked to rate the following school components as important, somewhat important or not important. Responses from English speaking, Spanish speaking and families who speak additional languages have been compiled into percentages.

	Important	Somewhat important	Not important
Character education	97%	3%	
Breakfast and lunch provided	70%	9%	21%
Class size	85%	15%	
Uniforms	87%	13%	
After school activities available	81%	13%	6%
Before and after care	80%	8%	12%
Parent involvement expectations	66%	31%	3%
Art, music and PE classes	87%	13%	
Programming for parents	44%	32%	24%
Teachers that are the same race/ethnicity as your child	51%	13%	36%
Distance from your home	83%	17%	
Transportation	83%	17%	
Phone access to teacher/staff after school hours	45%	43%	12%
Homework help	94%	3%	3%

ATTACHMENT I**Organization Chart**

Our organizational chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the majority of their time on supporting instruction. The Board of Directors hires the Principal, who reports directly to the board and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school. The additional administrative positions include the Dual Language Coordinator and the Director of Operations. The Dual Language Coordinator will play a key role in the development of professional development and implementation of the dual language model. He/she will also be an interventionist for students and will support teachers with strategic differentiation as well as support the staff with understanding student data to make strong instructional decisions. The Principal and Dual Language Coordinator will collaborate often in support of the staff and student development. The Director of Operations will be hired to support the school with the business functions and things outside of the instructional capacity. Beginning in the first year the Director of Operations will supervise the office manager, nurse, custodian and food service staff. A business manager will be hired in subsequent years to handle financial



ATTACHMENT J – LEADERSHIP

BILL WEST

Address: 6271 Brixton Lane Indianapolis, IN 46220

Telephone: (317) 443-1749

INDIANA UNIVERSITY, Indianapolis, Indiana Bachelor of Science in Business Administration, 1976.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, California Master of Business Administration, 1979.

CERTIFIED PUBLIC ACCOUNTANT(CPA), 1980.

WESTREYNA LLC, Indianapolis, Indiana President. Consulting practice providing diverse business services to select small and medium-sized businesses
2012-Present

MAYS CHEMICAL COMPANY, Indianapolis, Indiana Interim President: Responsible for all facets of business for one of the Top 20 chemical distributors in the U.S. with gross revenues in 2011 of \$170 million. Also responsible for Latin American operations and global sourcing. Other positions held over 31 years: Controller, VP/CFO, VP Operations, SVP/COO, Executive VP.
1981-2012

CUMMINS ENGINE COMPANY, Columbus, Indiana, and Los Angeles, California. Various financial, accounting, and systems management positions.
1976-1978

ARTHUR ANDERSEN & COMPANY, Los Angeles, California Audit staff in Small Business Division.
1979-80

Professional Organizations:

American Institute of CPA's Indiana Society of CPA's National Assn. of Black Accountants National Assn. of Chemical Distributors National Black MBA Association

BILL WEST Page Two

Civic Organizations:

Center for Leadership Development - Vice Chairman, Board of Directors

PACE (Ex-Offender Re-entry Program) – Chairman, Board of Directors

Midstates Minority Supplier Development Council – Advisory Board

United Way - Key Club

USC Marshall School of Business – Dean's Associates

Kappa Alpha Psi Fraternity Consortium for Graduate Study in Management

2. Recruiting-Mentoring Numerous other organizations over the past 35 years

Honors: USC Marshall School of Business Outstanding Alumni Award
Minority Achievers Award-Center for Leadership

Development S.K. Lacy Executive Leadership Series, 1986-87 USC
Black Alumni Outstanding Alumnus Award Consortium for Graduate Study in Management (USC)

- Graduate Fellowship

- Eagle Club Leadership Giving Award Golden State Minority Foundation Grant Beta Gamma Sigma National Honor Society USC Board of Governors

Hobbies: Fitness, genealogy, travel

TERRY DWYER

425 Breakwater Drive • Fishers, IN 46037 • Mobile: (317) 694-9833 • E-mail:
terry@terrydwyer.org

SENIOR EXECUTIVE

Chief Executive Officer / Chief Operating Officer / President

Accomplished in driving revenues, growth, profitability, and operational excellence through cultural transformations that are intensely customer focused.

- | | |
|---|-------------------------------|
| • Vision, Strategy & Execution | • Deal Structuring & |
| Negotiations | |
| • P&L and Operations Management | • Sales, Marketing & Business |
| Development | |
| • Start-up, Turnaround, Growth & Change | • Manufacturing & Production |
| • Strategic Business & Market Planning | • Channel Development & |
| Expansion | |
| • Efficiency & Productivity Improvement | • Customer Service & |
| Satisfaction | |
| • Information Systems & Technology | • Team Building & Leadership |

Distinguished 20+ year career is highlighted by consistent achievements in delivering strong financial and operational results. Successful in demanding environments experiencing rapid change through start-up, turnaround, and rapid growth. Results-oriented, customer-focused, and strong leader of people. Extensive experience leading PE and VC backed teams with a high sense of urgency to deliver results. Career highlights:

- **Orchestrated successful turnaround that took an unprofitable company to \$61 million in EBITDA in 4 years.**
- **Grew revenues to an \$8 million run rate within 12 months for a start-up company.**
- **Generated significant growth for a global publishing company – increased annual revenues from \$60 million to \$500 million and drove 20% compounded annual growth in EBITDA in eight years.**
 - **Drove revenues from \$22 million to \$84 million organically and through acquisitions in 30 months in the leading independent publishing company.**
 - **Led the transformation of a SaaS (Software as a Service) company to achieve profitability in 3 years**

PROFESSIONAL EXPERIENCE

WEBLINK INTERNATIONAL – Indianapolis, IN
2010 to Present

CHIEF EXECUTIVE OFFICER

Responsible for 3 year compounded annual revenue growth rate of 24% of this leading, VC-backed Software as a Service (SaaS) company. Responsible for: strategy, finance, operations, marketing, sales, product development and fulfillment. Assumed CEO role from Founder and worked to develop and mentor Founder as a direct report. Upgraded leadership team to drive cultural transformation needed to grow the business. Led two strategy pivots which positioned company for market share growth in a fragmented industry. Drove gross margins from 40% to 71% in 3 years with a 95% customer renewal rate. While achieving 24% CAGR in Revenue, held COGS CAGR to 1% and Operating Expense CAGR to 4% while averaging a cash balance of 3 weeks' cash burn on hand. Achieved profitability in 3 years as CEO. Made divestiture decision on ancillary business and completed exit in 120 days, securing a successor strategic partner relationship and thereby refocusing WebLink singularly on building market share in its core software business.

AUTHOR SOLUTIONS, INC. – Indianapolis, IN
2007 to 2009

Senior Vice President, Sales and Marketing

Senior executive responsible for driving 21% annual organic growth of the leading independent publisher, owned by Bertram Capital, a Private Equity firm. Including 3 acquisitions, annual revenues grew from \$22 mm in 2007 to 2009 revenues of \$85 mm with 20% EBITDA. Responsible for 150 domestic and 1,000 offshore employees with operations in Cebu, Philippines, and Milton Keynes, England. Upgraded the sales and marketing leadership teams to position the company for significant organic growth and manage the integration of 3 acquired companies. Led cultural transformation to leverage people, processes and technology to capture integration synergies.

MEZZIA, INC. – Indianapolis, IN
2005 to 2006

Chief Executive Officer

Recruited by the Board of Directors to position this venture capital backed healthcare software company for sale. The company was the first to deliver Capital Planning & Management Solutions (CPMS) to market in the Software as a Service (SaaS) model.

- **Corporate Transaction** – Identified and evaluated strategic buyers, and structured/negotiated the sale of Mezzia to VFA, Inc. Transitioned all employees, customers and technology to VFA.

COLUMBIA HOUSE – Terre Haute, IN / New York, NY / Toronto, ON
2001 to 2005

Chief Operating Officer

Senior executive officer of this \$1 billion direct marketer of music and video. Led management buyout with Blackstone Group in 2002 and sold Company in 2005 to Bertelsmann, a strategic buyer. Responsibility encompassed all core executive leadership, strategic planning, operating management, manufacturing, distribution, supply chain, customer service and IT functions, with an emphasis on driving an aggressive turnaround of the unprofitable company. Managed 1200+ employees; reported directly to the Chairman. In first 120 days, diagnosed business model issues and operational impediments, moving to establish key priorities for improved customer experience and efficiency gains; gained board approval to proceed with \$20 mm worth of investment initiatives to drive significant cost reductions.

- **Turnaround Leadership** – Built a world-class leadership team and orchestrated turnaround that drove dramatic improvements in operations and took the company to \$61 million in EBITDA.
- **Culture Change** – Transformed the corporate culture change from one of entitlement orientation to each individual employee being accountable for results.
- **Revenue & Profit Growth** – Generated \$35 million in annual incremental revenues by transforming the Contact Center from a cost-center to a revenue channel and customer retention tool, eliminating 100,000 cancellations per year for a \$3 million annual profit impact.
- **Cycle Time & Cost Reduction** – Reduced order cycle time from 18 days to an industry-leading two days and reduced costs by \$80 million through consolidating three plants into one facility.
- **Contact Center Outsourcing** – Generated a \$13 million savings by spearheading a selective outsourcing and off-shoring strategy; leveraged savings to fund investments that improved the customer experience.
- **Corporate Transactions** – Participated in management buyout with The Blackstone Group (2002) and transacted sale to Bertelsmann (2005).

Terry Dwyer – Page Two – terry@terrydwyer.org

TELSTREET.COM – Indianapolis, IN
1999 to 2000

Chief Executive Officer

Provided strategic, operational and financial leadership for this privately held, web-based retailer of wireless handsets and service programs that became the leader in its market.

- **Start-up Leadership** – Took the business from start-up to full-scale operation. Raised \$17 million in private placement funding, executed business plan, set up business processes and financial reporting systems, and recruited leadership team
- **Revenue Growth** – Grew revenues from start-up to an \$8 million run rate within 12 months.
 - **Transaction** – Sold Company to publicly traded BUY.com.

AUCTION UNIVERSE.COM – Yalesville, CT
1999

President

Led this web-based auction business owned by Classified Ventures (a JV of major newspaper companies) and prepared it for eventual sale.

- **Business Strategy** – Steered vision and strategy to transform the company's business model from B2C to B2B, effectively leveraging the company's existing channels.
- **Partnerships** – Negotiated equity partnerships with Clear Channel Radio in the U.S. and with Freeserve in the UK.

MACMILLAN PUBLISHING – Indianapolis, IN
1990 to 1999

Chief Operating Officer / President, Education & Training Division (1995 to 1999)
Vice President, Sales & Marketing (1990 to 1995)

Recruited as Vice President of Sales and Marketing of the world's largest reference publisher. Functional accountabilities spanned strategic planning, sales, production, manufacturing, creative, business management, information technology, supply chain and fulfillment functions. Responsible for over 600 employees. Promoted to positions of increased responsibility, including COO of Macmillan and President of the Education and Training Division (\$120 million in revenue).

- **Revenue & Profit Growth** – Increased annual revenues from \$60 million to \$500 million and drove 20% compounded annual growth in EBITDA over an eight-year period.
- **International Sales** – Led an international sales force and grew international revenue from \$15 million to \$100+ million.
- **Channel Expansion** – Captured 30+% compounded annual revenue growth by developing and expanding new distribution and selling channels, with an emphasis on education, government, corporate, and library.

- **Technology Implementation** – Pioneered innovation in the book publishing industry through using EDI and ASN to achieve fulfillment and supply chain improvements to optimize efficiencies from order to cash.

Early Career:

- **Regional Director of Sales, Midwest** – Lotus Development Corporation, Cambridge, MA. Continually promoted to become Regional Director with accountability for the growth and revenue performance of a 12-state Midwest region. Generated \$90 million in annual revenues through advancing the sales of desktop and communications software solutions. Led a 70-person team of sales/technical professionals.
- **Senior Consultant** – Deloitte Haskins & Sells, Detroit, MI. Built the consulting practice in Northwest Ohio by developing business with government, manufacturing, and distribution clients. Led entire client engagement cycles, from defining scope of work and negotiating fees, to providing services and producing deliverables.
- **Marketing Representative** – International Business Machines, Inc., Cleveland, OH. Responsible for selling and implementing enterprise solutions, and for the development, management, and maintenance of a large national account. Consistently exceeded revenue goals and gained national/regional recognition.

EDUCATION / AFFILIATIONS

- MBA, Marketing – University of Michigan – Ann Arbor, MI
- BA, English – John Carroll University – Cleveland, OH
- Executive Advisory Board Member – Johnson Center for Entrepreneurship & Innovation, Indiana University Kelley School
- Annual Speaker – Johnson Entrepreneur Center, Indiana University Kelley School of Business
- Executive-in-Residence – Indiana Venture Center

MARILYN LEATHERMAN
11670 Diamond Pointe Court
Indianapolis, Indiana 46236
(317)371-8123
ml7707@aol.com

EDUCATION:

Ball State University –

Bachelor of Science in Elementary Education
Masters in Elementary Education

IUPUI –

Degree in School Administration

PROFESSIONAL EXPERIENCES:

Teaching –

Sutton Elementary School in Muncie, Indiana	1967 – 1968
Indianapolis Public Schools in Indianapolis, Indiana	1968 – 1979
	1981 – 1987
Allisonville Elementary School, Indianapolis, Indiana	1997 – 1998

School Administration Indianapolis Public Schools -

Instructional Coordinator in Indianapolis Public Schools –	1987 – 1991
Director of Social Studies K – 12	1991 – 1994
Director of Magnet and Options Programs	1994 – 1995
School Based Decision Making Coordinator	1995 – 1996

School Administrator MSD of Washington Township

Principal of Allisonville Elementary School 1998 – 2005

Interim Administrator Positions since retirement in 2005 –

Acting Vice Principal at Snack's Crossing Elementary School in Pike Township
Acting Principal at Crooked Creek Elementary School In Washington Township
Acting Vice Principal at Greenbriar Elementary School In Washington Township
Acting Instructional Coach at Guion Creek Middle School in Pike Township

RELATED EDUCATIONAL EXPERIENCES:

- National Trainer for BullySafe USA – Trained by creator SuEllen Fried
- Currently providing BullySafe trainings and presentations to staffs, parents, and students in Washington Township (4 years) and Pike Township (1 year)
- Presenter at the National Conference for Social Studies in Nashville, Tennessee
- Keynote Speaker for the National Conference for Economic Education in Indianapolis, Indiana
- Organized activities and ongoing educational experiences for children in Nicaragua

- Trained mentor for new administrators

RELATED EDUCATIONAL ORGANIZATION (CURRENT):

Active member and past president of Delta Kappa Gamma Society for educators
Board member of INSPIRED magazine

KIM HOOD JACOBS

1201 W. 64th Street | Indianapolis, IN 46260 | 317.251.3541 | khjacobs@comcast.net

SKILLS PROFILE

- Kim Hood Jacobs has more than 30 years of experience in television. She is a multiple Emmy Award winning documentary producer and writer. She has also worked as a news anchor, reporter, narrative voice-over talent and as a co-host of the television series *PM Magazine*. Her work is recognized for excellence by the National Academy of Television Arts and Sciences and the Society of Professional Journalists. Many of Kim's productions are in national distribution.

EMPLOYMENT HISTORY

Documentary Producer & Writer

1996 — Present

WFYI-TV, Indianapolis

- *Veterans Coming Home*, inspiring stories of local veterans who are using art to help transform their war experiences into hope and healing.
- *The Story of the Jews*, a profile of Rabbi Sandy Sasso who is using art to build interfaith collaborations.
- *A Gathering of Heroes*, following 60 World War II veterans to see their national memorial in Washington. Distributed nationally through American Public Television.
- *Outside the Box*, a documentary about the growing phenomenon of charter schools. Distributed nationally through American Public Television.
- *Lest We Forget*, a profile of a survivor of a brutal Japanese internment camp during World War II who channeled his wartime experience into the creation of inspired art. Distributed nationally through American Public Television.
- *Neighborhood at the Crossroads*, funded by the Annie E. Casey Foundation, is an in-depth look at a struggling Indianapolis urban neighborhood whose residents have banded together to chart a new course. Distributed nationally through American Public Television.
- *Reclaiming the American Dream* profiles new homeowners struggling to buy and hang onto their homes in a tough housing market.
- *Reviving the Spirit*, also funded by the Annie E. Casey Foundation, focuses on an historic African American neighborhood's efforts toward renewal.
- *The Game Changers* follows new teachers participating in a pioneering program to train new science and math teachers from their first days of training through the first year in their classrooms. Distributed

nationally through American Public Television.

- *The National Heritage of Indiana* offers a historical look at man's effect on the Indiana landscape.
- *Together in Peace* tells the story of the creation of the Glick Peace Walk in downtown Indianapolis.

Anchor, Reporter, Editor

- *NUVO, Indianapolis, IN*
- *WTHR, Indianapolis, IN*
- *WISH, Indianapolis, IN*
- *WOTV, Grand Rapids, MI*

PROFESSIONAL

- Winner of 6 Emmy Awards and several nominations for documentary work.
- Recipient of the prestigious *Indiana Women of Achievement Perhlman Award* and the *Roberta West Nicholson Child Advocacy Award*, and a *Casper Award* for her 20 years of work on WTHR's adoption feature called *Thursday's Child*.
- Member of National Academy of Television Arts and Sciences
- Kim is a *Kentucky Colonel*, an honor bestowed for her contributions to the National Governor's Association.

PERSONAL

Azure D.S. Angelov, Ph.D. Associate Professor & Institutional Review Board Chair, University of Indianapolis Visiting Professor of Research, Evaluation, and Development, MSD of Wayne Township 317-691-5347 adsangelov@gmail.com Twitter: @adsmiley1 Skype: addie.smiley

***Complete Curriculum Vitae available upon request**

Education

Indiana University, Bloomington, IN PhD in Special Education with a minor in Multicultural Education, 2006 Dissertation: Power, Families of Color, and Special Education: A Qualitative Examination of Discourse between Families and Professionals in an Urban Setting

Butler University, Indianapolis, IN MS in Effective Teaching with a concentration in the Emotional Behaviors of Children, Master's Thesis: Parental Communication Through the use of Electronic Mail

Marian College, Indianapolis, IN BA in Elementary Education with a minor in Mild Disabilities,

State of Indiana

Teacher's License #1448872, General Elementary 1-6 7/8 Non Depart, Mild Disabilities K-12 Seriously Emotionally Handicapped K-12

Professional Experience

University of Indianapolis, Associate Professor Aug 2006-Present Responsible for creation and implementation of EDUC 365/371 Special Needs in the Secondary Classroom (The Lynhurst Experience), EDUC 272/572 Teaching Learners with Mild Disabilities, EDUC 290 Teaching in a Diverse Society, EDUC 374 Families and Collaboration, EDUC 385 Positive Behavior Supports for Classroom Management, Spring Term Cross Cultural Experience in Barbados, special education support for Masters in Arts in Teaching program, EDUC 601 Project in Equity and Diversity for the Woodrow Wilson Teaching Fellows program, MBA 630 Marketing & Communications for the Woodrow Wilson MBA in Educational Leadership program, supervisor of student teachers in the elementary and secondary education programs, supervisor of graduate practicum in special education, advisor to undergraduate students in mild disabilities licensure program, NCATE co-coordinator, unit liaison with MSD of Wayne Township, unit representative to faculty senate, CITI institution administrator, and Chair of Uindy's Institutional Review Board.

Indianapolis Mayor's Office-Office of Educational Innovation, Independent Consultant April 2010-Present Responsible for developing, piloting, and implementing special education evaluation and support services in the Indianapolis Mayor's charter school network within the Office of Education Innovation (OEI). Acts as reviewer for charter applications specific to special education populations and testifies to the Indianapolis City County Council. The 2014 issue of *The Fund*, published by the National Association of Charter School Authorizers, highlighted this work as one of 4 national profiles of innovative best practices in school accountability. Coordinated 1st Special Education Summit for all OEI schools to encourage schools to collaborate with each other to inform the quality of the special education services offered by all.

The Indiana Partnership Center, Interim Executive Director January 2009-Present Currently, leading national search efforts for identifying the next Executive Director and chairing the statewide effort to develop, implement, and disseminate the survey "What Matters Most", with 15 statewide community

stakeholders, for Lilly Endowment. <http://www.doe.in.gov/outreach/education-community-organization>. Previously, responsible for creation and implementation of family school engagement workshops focused on special education issues. Curriculum focused on bringing families and schools together to meet the needs of students with exceptional needs. Workshops took place in Evansville, IN, Indianapolis, IN, and Ft. Wayne, IN. Acted as vice president of the board of directors for two years.

MSD Wayne Township, Visiting Professor of Research, Evaluation, and Development March 2013-Present Worked with district level administration to develop and implement a district wide audit of special education services (2,500+ students). Audit included face-to-face interviews with teachers, families, administrators, and students, as well as a review of IEPs, classroom observations, observations of case conferences, and quantitative achievement data. Recommendations were made for systemic updates. Continues to work with teachers to support the Brothers of Another Color student group and organize the Co-Professors Experience. Acted as part of Wayne's mediation team with the US Department of Justice. Provided yearlong professional development for special education, language arts, and general education teachers focused on co-teaching for Title I grant. Currently, working with Sanders Alternative Day Program to implement best practices in alternative education and develop a district-wide comprehensive professional development experience for para-educator program.

University of Notre Dame, Associate Adjunct Faculty Member 2008-2014 Responsible for creation and implementation of curriculum for course EDU 73659 Exceptionalities in Education within the Alliance of Catholic Education (ACE) Leadership Program and EDU 70200 Foundations in Exceptional Needs and EDU 70205 & EDU 75202 Psycho-Educational Assessment & Assessment Practicum within the ACE Teaching Exceptional Children (TEC) Program. This coursework was delivered nationally via face-to-face coursework on campus during the summers and online nationally.

Center for Urban and Multicultural Education, Research Fellow October, 2008 Acted as data collector for the Peace Learning Center Curriculum Mapping Project in the Jamaica Peace Education Programme. Responsible for collecting qualitative data, including but not limited to, field notes and interviews at three Jamaican primary school program sites in Negril and Kingston, Jamaica.

Bakers & Daniels, LLC., Independent Consultant Dec. 2007- Jan. 2009 Acted as a consultant for B&D Consulting on the East Chicago School Improvement Team. Responsible for supporting Carrie Gosch Elementary School with development and implementation of school improvement plan with specific focus on special education and family engagement. According to Indiana DOE (2010) Carrie Gosch Elementary was mentioned as a school demonstrating large gains, "Carrie Gosch Elementary School in East Chicago, with 97 percent of the students qualifying for free or reduced lunch and 99 percent from minority populations, saw a 31.87 percent jump in the percentage of students passing ISTEP."

Center for Excellence in Leadership and Learning, Independent Consultant 2007-2008 Supported the partnership between the Center for Excellence in Leadership and Learning and the Indianapolis Public Schools Small High School initiative. This work was funded by a Bill & Melinda Gates Foundation grant. Evaluated the special needs of the Indianapolis Public High Schools and built capacity within the organization to provide more equitable services to students and families in the IPS small schools. Provided a series of workshops/in-services to both general education and special education staffs and administrations. Additionally, advocacy services for families, students, and staff were provided as deemed necessary. Provided consultation as needed on policy issues and implementation while supporting the development of a more self-sustaining structure of highly effective special education services in the IPS small high schools.

Professional Memberships

Public Responsibility in Medicine and Research (PRIM&R) 2014-Present

Council for Exceptional Children 2003-Present Teacher Education Division, Division of International Special Education and Services, Division of Research, Division for Culturally and Linguistically Diverse Exceptional Learners

American Educational Research Association 2004-Present DIV K; SIG: Division of Educational Policy and Politics, Critical Examination of Race, Ethnicity, Class, Gender; Family, School, Community Partnerships; Catholic Education; Special Education Research; Disability Studies in Ed; Critical Educators for Social Justice; Urban Learning, Teaching, and Research

National Association for the Advancement of Colored People 2011-Present

American Association of University Professors 2007-Present *National Association of Multicultural Education* 2005-Present

Publications

*Pettinga, D., Angelov, A.D., & Bateman, D. (Under Review). The Education Value Chain. *School Leadership Review*. Austin, TX: Texas Council of Professors of Educational Administration.

Angelov, A.D. (In Production). Diversity. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D. (In Production). Collaboration and Team Building. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D. (In Production). Urban Education. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D. (In Production). Parent and Family Involvement. Online Learning Module. Thousand Oaks, CA: SAGE Publications, Inc.

Angelov, A.D., Pettinga, D., & Bateman, D., (In Press). *Educational Marketing: More Than Just Telling Your Story*. Newbury Park, CA: Kendall Hunt Publishing.

*Pettinga, D., Angelov, A.D., & Bateman, D., (In Press). Applying Marketing in the Public School Setting. *Journal of Academic Administration in Higher Education*. Martin, TN: JWPress.

*Pettinga, D., Angelov, A.D., & Bateman, D., (2014). Applying Marketing in the Public School Setting. Proceedings of International Conference on Learning and Administration in Higher Education. Nashville, TN. (Honored with 2014 Best Paper Award)

Angelov, A.D., Angelov, D.D., Wilson, D., Alsop, T. (2013). The Lynhurst Team. Podcast: University of Colorado. Pike's Peak, CO.

*Blackwell, S. & Smiley Angelov, A.D. (2013). Families, Diversity, and Learning. *Diversity in the Classroom: Integrated Framework Beyond Chalk and Talk*. Ronkonkoma, NY: Linus Books.

*Smiley Angelov, A.D. & Anderson, S.L. (2013). On the Outside Looking In: An African American

Family's Experience In an IEP Meeting. *Mid-Western Educational Researcher*. Columbus, OH: The Ohio State University, 25, 3, 1-20.

*Drake, J., Moran, K., **Angelov, A.**, Sachs, D., Wheeler, L., (2012). The University of Indianapolis Woodrow Wilson Indiana Teaching Fellowship Program: Reviewing the Policy Implications of University-Based Urban Clinical Residency Programs. *Planning and Changing*. Normal, IL: Illinois State University.

*Somers, J., **Angelov, A.**, Wheeler, L. (2012) Family and Community Collaborations. *Kappa Delta Pi Webinar* <http://www.kdp.org/communities/echapter.php#feb> Indianapolis, IN: Kappa Delta Pi.

Smiley, A.D., Angelov, D.D., Wilson, D., Alsop, T. (2011). The Lynhurst Team. Podcast: University of Colorado. Pike's Peak, CO.

*Smiley, A.D., Drake, J., & Sheehy, C.T. (2011). Blazing a New Path: Collaborating toward Best Practice in Urban Teacher Education. *Journal of Urban Learning, Teaching and Research*. Los Angeles, CA: American Educational Research Association.

*Smiley, A.D. & Helfenbein, R.J., (2011). Becoming teachers: The payne effect. *Multiple Perspectives*. Washington, D.C.: National Association of Multicultural Education.

*Blackwell, S. & Smiley, A.D. (2010). Addressing Equity in Teacher Education. *AILACTE Journal*. Mt. Berry, GA: Association of Independent Liberal Arts Colleges for Teacher Education. VII, 1, 1-14.

*Smiley, A.D. (2010). Prayers and Reflections for Special Educators. In Nuzzi, R., Frabutt, J., Holter, A. (Ed.), *No Greater Works*. Notre Dame, IN: Alliance of Catholic Education Press. 18, 54-55, 73, 88, 124, & 137.

*Smiley, A.D. & Howland, A. (2010) Cultural Brokering as Best Practice in a Special Education Parent Liaison Program Webinar. *Council for Exceptional Children Online Learning Center*. Arlington, VA: Council for Exceptional Children. <http://cec.sclivelearningcenter.com/index.aspx>

*Bradley-Levine, J., Berghoff, B., Seybold, J., Sever, R., Blackwell, S., & **Smiley, A.** (2010). What teachers and administrators "need to know" about PBL implementation. Proceedings of the American Educational Research Association, Denver.

*Smiley, A.D. (2010). "I had to learn their words." Moving Toward Culturally Responsive Family Engagement. Proceedings of the American Educational Research Association, Denver.

*Smiley, A.D. & Drake, J. (2010). Continuing to Collaborate Toward Best Practice in Urban Education. Proceedings of the American Educational Research Association, Denver.

Grant & Research Experiences

Walton Family Foundation – Principal Investigator Innovation and Redesign of Center of Excellence in Leadership of Learning Budget~ \$500,000

My Brother's Keeper Initiative – Principal Investigator Co-Professors Experience Congressional Appropriations (Rep. Andre Carson IN)

Brougher Foundation- Principal Investigator Brougher Family Fellowship Proposal Budget~ \$500,000

University of Indianapolis Zerfas Grant – Principal Investigator Egypt Experience Budget~ \$2,000

**Association of Independent Liberal Arts Colleges of Teacher Education-* Principal Investigator Continuing to Collaborate Toward Best Practice Budget~ \$3,000

University of Indianapolis Summer Research Grant – Principal Investigator Exploring the blending of single subject design and policy analysis to evaluate the implementation of special education mandates at the district level Budget~ \$3,600

Family School Liaison Program Evaluation- Research assistant funded by Indianapolis Public Schools Primary Investigators: Dr. Jeffery Anderson and Dr. Mary Jo Dare

School Climate, Discipline and Students with Disabilities- Research assistant funded by Indiana University Primary Investigators: Dr. Gretchen Butera and Dr. Jeffery Anderson

Academic Presentations

Indiana Center on Family, Schools, and Community Partnerships – Marketing Your School Programs for Families Co-Presenter: Dr. Deidre Pettinga

**International Conference on Learning and Administration in Higher Education* – Applying Marketing in Public School Settings (2014 Presentation Excellence Award) Co-Presenters: Drs. Deidre Pettinga & David Bateman

Uindy & Wayne: Making an Impact on Students Co-Presenters: Brothers of Another Color, Deb Sachs, Jimmy Angelov, Dominic Day, & David Johnson

**American Association of Colleges of Teacher Education*

Uindy & Wayne: Making an Impact on Pedagogy and Research Co-Presenters: Sue Blackwell, Jill Bradley-Levine, Steven Loser, and Dana Lile

**American Association of Colleges of Teacher Education*

Uindy & Wayne: Making an Impact on Systems and Programs Co-Presenters: Dr. Jeffrey Butts, Dr. Tara Rinehart, and John Taylor

Indiana Public Policy Forum on Family, Schools, and Community Engagement Invited for Nov 2011 What does family and community engagement look like in the new era of school reform? Facilitator: Anne T. Henderson Co-Panelists: Jane Quinn, Diana Daniels, Rae Woolpy, Dianna Wallace, Dr. Tony Bennett, Rep. Robert Behning, Rep. Mary Ann Sullivan, Lucinda Nord, Danny Lopez, Dee Jones, Terry Spradlin, Monica Medina, Nicole Oglesby, Dr. Cathlin Grey, and Joann Weeks

Know your Rights: Evidence Based Strategies for Families Co-Presenters: Dr. Allison Howland Pecha-Kucha Session on IEPs Selected and Facilitated by Ann Turnbull and Cheryl Takemoto

Center for Excellence in Leadership of Learning: July 2011, Invited 2011, April 2011, Nov 2010

Heavy is the Head that Wears the Crown: Lynhurst Junior Giant Kings Co-Presenters: Dan Wilson, Damon Black, Dominic Day, Jimmy Angelov, David Johnson and 18 8th Grade Junior Giant Kings

**National Association of Multicultural Education Nov 2010 Junior Giant Kings*

Co-Presenters: Mr. Dominic Day, Jimmy Angelov, and David Johnson

Indiana Association for Health, Physical Education, Recreation, and Dance Invited for 2010 Classroom Management for PE/Health Settings: Evidence Based Best Practice Strategies that Work Co Presenters: Dr. Heidi Hancher-Rauch, Kristi Quigley, and Lindsey Urbani

Kappa Delta Pi I Teach Conference October 2006 What's my role in a case conference?

Midwestern Regional National Association of Multicultural Educators Summer 2006 Understandings of Poverty: A Qualitative Study of Becoming Special Education Teachers and the Effects of Ruby Payne.

Solution Center Summer Conference

Center for Urban and Multicultural Education Co Presenter: Amy Abell

Discipline and Disability at the Crossroads: Making Meaning of State and Federal Policies

Invited for 2015 Topic: Optimizing Marketing Strategies to Bridge the Gap Between Public Education and the Private Sector

Sheridan Chamber of Commerce

Glamorous Girls Ladies Panel Co-Presenters: Dr. Jean Lee, Dr. Denita Harris, Dr. Shenita Suggs, State Rep. Karlee Macer, Flora Jones, and Laura Wilson

Ben Davis University, Student Forum Topic: The Reading Crisis

Indiana Transition Consortium, Goodwill Education Initiatives Topic: Transition Services for Adults with Disabilities

MSD of Wayne Township, Community Forum on Diversity Topic: Understanding Equity in Indianapolis

Bartholomew Consolidated School Corporation, Administrative Professional Development Topic: Culturally Responsive Practice and UDL

MSD of Wayne Township Professional Development Day

Disproportionality and Your Classroom Co-Presenter: Dante Brown

University of Indianapolis, Faculty Forum Topic: Creationism in K-12 Curriculum

Indianapolis Public Schools, New Teacher Orientation Topic: Cultural Competency

Co Presenters: Dr. Pat Payne and Donnell Duncan

Project Based Learning Institute, Ben Davis High School Special Education and Multicultural Education Facilitator

Indianapolis Public Schools, Shortridge High School Professional Development Topic: Teaching for

Educational Equity

21st Century Scholars, Spring Parent Summit in South Bend Topic: What's My Role in a Case Conference?

Michigan City Public Schools, Elston Middle School Staff Topic: Cultural Competency

Indianapolis Public Schools, Health and Physical Education Teachers PBA Day Topic: Meeting Special Needs in PE

Indianapolis Public Schools, New Teacher Orientation Topic: Cultural Competency

Co Presenters: Brandon D. Cosby, Dr. Pat Payne, and Mathew Davis

Indianapolis Public Schools, Broad Ripple and Northwest High Schools Academic Deans Topic: Small Schools and Special Education

MSD of Wayne Township, Middle School General Education Staff Topic: Proctoring the ISTEP Test

Indianapolis Public Schools, Diversity Cadre Topic: Debunking Ruby Payne's Poverty Theory

Indianapolis Public Schools, Support Group for Parents of Students with Autism Topic: What's my role in the case conference?

Indiana University, Indianapolis, School of Education Graduate Program Topic: The Historical Perspective of the Role of Disability in Mainstream Media

Timmy Foundation, High School and Undergraduate Students Topic: Working with Students at the Amaguana Special Needs Center in Quito, Ecuador

Timmy Foundation, High School and Undergraduate Students Topic: Working with Students at the Amaguana Special Needs Center in Quito, Ecuador

Marian College, Undergraduate Special Education Reading Methods Course Topic: Orton Gillingham and Linda Mood Bell Reading Strategies

Indianapolis Public Schools, Special Education Large Staff Topic: Evaluation of Parent Facilitator Program Co Presenters: Allison Howland and Dr. Jeffery Anderson

Marian College, Union for Black Identity Topic: A Scholarly Discussion of the Motion Picture Crash Co Presenters: Dr. Cathy Cornelius, Dr. Suzie Beesley, and Dr. Arlene Coleman

Indianapolis Public Schools, Parents of Children with Autism Support Group Topic: Indiana Article 7

Johnson County Special Services, Large Staff Topic: Behavioral and Pharmacological Supports for Students and Families Living with ASD Co Presenter: Dr. Charles Dietzen

Crossroads Rehabilitation Center, Autism Center Staff Topic: Behavioral and Pharmacological Supports for Students and Families Living with ASD Co Presenter: Dr. Charles Dietzen

Purdue University, Undergraduate Health Education Students Topic: Understanding Diversity and

Disability in Secondary Educational Settings

Christel House India, Entire Teaching Staff Topic: The Basics of Ability

Whiteland Elementary, Entire Teaching Staff Topic: Addressing the Needs of Students with Bi-Polar Disorder

Professional Awards and Services

National Center for Special Education in Charter Schools: Equity Coalition Member

Ithaca College: National Expert Reviewer for Promotion and Tenure Dossier of Special Education Faculty Member

International Conference on Learning and Administration in Higher Education: Best Paper Award for “Applying Marketing in the Public School Setting” Presentation Excellence Award for “Applying Marketing in the Public School Setting” Oct 2004

Walton Family Foundation 2014-Present Reviewer for Indiana Charter School Start Up Grant Proposals

Brookes Publishing 2013 Reviewed: Design & Deliver: Planning and Teaching Using Universal Designs for Learning Provided Comments for Book Cover

Metropolitan School District of Wayne Township

Special Education Coalition with US Dept of Justice M.G. Raby Distinguished Service Award Winner

National Professional Development Center on Autism Spectrum Disorders

University of North Carolina, Chapel Hill Evidence Based Practices Update, Reviewer

Urban Teaching Enhancement Program Reviewer

University of Indianapolis

Elementary Student Teaching Final Portfolio Evaluator Guest Observer for Elementary Math Program Guest Speaker Elementary Education Student Teacher Seminar Department of Teacher Education Angel Fund Committee Member New Faculty Committee Member Advisement of MI Candidates Secondary/MAT Committee Member EduServ Faculty Seminar Adaptive PE Curriculum Committee Future Teacher Day Speaker Student Education Association Dr. Seuss Day IPS #34 Guest Speaker SOE Entrance to Program Interviewer Guest Speaker for the Uindy Student Education Association Special Education Student Teaching Final Portfolio Evaluator EDU 100 Mock Trial Guest Speaker Guest Speaker Ilead Program Guest Speaker Music Educators Association Search Committee, Director of Secondary Education Position Search Committee, Assistant Professor of Secondary Education Position New Student Orientation, Student Selected Invited Speaker, Faculty Expectation Series

University Athletic Committee Uindy High School Day Volunteer Woodrow Wilson Teaching Fellows Curriculum Committee School of Education Petitions Committee Search Committee, Assistant Professor for Woodrow Wilson Teaching Fellows Program Department of Teacher Education Assessment Committee Uindy Faculty Senate: Teacher Education Representative Annual Faculty Evaluation Task

Force Noyce Recruitment and Marketing Committee Noyce Secondary Curriculum Writing Group Co-Chair AQIP Action Project: Annual Faculty Evaluation Improvement Project Co-Developed and Implemented New Annual Faculty Evaluation University-wide Trainings School of Education, Mid Tenure Review Committee Search Committee, Associate Adjunct Faculty for Special Education Chair, SOE Teacher of the Year Nomination Committee Co-Chair General Education Core Committee School of Education Representative to IRB

GECAP Ex-Officio 120 Credit Hour Ad-Hoc Committee Co-Developed and Implemented New Core Curriculum University-wide Trainings Uindy Grant School Participant

Center for Excellence in Leadership of Learning - Indiana's Future: World- Class Schools for the 21st Century Conference Session Facilitator Parent Engagement Committee Member

Indianapolis Public Schools - Community Council Board Member School #65 Shortridge Magnet High School for Law and Public Policy Subcommittee Infusion Conference Committee Arlington High School Climate Committee Guest on Multicultural Perspectives and Points in Education with Dr. Pat Payne Hands Across Tech Volunteer Team IPS Race for All Races Volunteer Uindy Student Volunteer Organizer for IPS Infusion Conference Youth Summit Committee and Volunteer

Indiana University - Doctoral Leadership Training Grant Recipient K305 Curriculum Development Committee Teaching All Learners Practicum Supervision Committee IUPUI Center for Urban and Multicultural Education Planning Committee Daisy Jones Dissertation Grant Recipient IUPUI Distance and Online Education Committee

Butler University- Mentor Teacher for Practicum and Student Teaching Program Eva Wiles Scholarship Recipient

Marian College - Outstanding Young Alumni Award VIP Evaluation Committee Member Alumni Representative to Special Education Advisory Board Mentor Teacher for Practicum and Student Teaching Program Purple Heart Scholarship Recipient Varsity Cheerleader and Varsity Cheerleading Captain

Council for Exceptional Children - INCEC State Conference Committee Member Student Member to the Board of Directors Member of Presidents Task Force examining NCATE Governance Restructuring Committee Member Member at Large Board of Directors Nominee Program Chair Invited Session Leader

Indiana Children and Youth Advocacy Network Coordinator Indiana US Congressional Liaison Representative Assembly Consultant for Congressional Staffers on ALL-STAR Act Indiana Advocate of the Year Award

National Conference Proposal Reviewer Indiana State Award Chairperson National SPA Evaluator

American Educational Research Association

Conference Proposal Reviewer Disabilities Studies SIG Emerging Scholar Award Nominee

Family, Schools, and Community SIG Dissertation of the Year Nominee 2008 Accepted into Division K Early Career Professional Seminar led by Dr. Linda Darling-Hammond 200

KEVIN DEWAYNE HAMPTON

Kbigd613@aol.com • Phone: 317-910-4013 • 6367 Kentstone Drive, Indianapolis, IN 46268

SENIOR PORTFOLIO MANAGER

Highly Accomplished Portfolio Manager and Financial Executive with career history of leveraging advanced financial acumen in all areas of analysis, equity strategy, and investment management to maximize financial performance. Interdisciplinary pace-setter with unique ability to identify inefficiencies and implement powerful, cost-effective process improvements. Confident communicator who forges and maintains long-term client relationships and inspires trust, confidence, and rapport at all organizational levels. Proven record of critically evaluating and responding to rapidly evolving financial environments.

Areas of Expertise:

Portfolio Management • Financial Management • Buy-Side Equity Trading • Strategic Planning • Cost Reduction
Forecasting • Risk Management • Team Leadership • Accounting • Forecasting • Financial Analysis • Focus List Design
Reporting • Familiar Baseline • Mutual Funds • MorningStar Principia • Bloomberg Research & Analysis Systems

PROFESSIONAL EXPERIENCE

THE NATIONAL BANK OF INDIANAPOLIS - Indianapolis, IN

2000 to Present

Largest locally-owned bank in greater Indianapolis area.

VICE PRESIDENT | SENIOR PORTFOLIO MANAGER

Direct all investment operations for philanthropic, institutional, IRA Rollover, and personal trust accounts, totaling \$300M. Provide in-depth analysis to clients on asset allocation, account structure, and formula strategies, aligning financial approach with client needs. Build and review approved lists of equity securities and non-proprietary mutual funds for Diamond Capital Management.

- **Increased annual performance 1.5%-2.5% within 3 years by revitalizing analytics process.**
- **Established first list of mutual funds by assessing current and historical ratings to create mutual fund review process.**

NATIONAL CITY BANK - Indianapolis, IN

1993 to 2000

Fortune 500 wealth management and private client group.

VICE PRESIDENT | SPECIAL ASSETS MANAGER (1999 to 2000)

Promoted through a series of increasingly responsible positions to oversee investment activities for 30 accounts. Led maintenance and valuation of all closely held companies and limited partnerships in company's western territories. Monitored loan payments and ensured up-to-date collection policies and procedures. Reviewed investment accounts to aggregate and analyze financial data of illiquid assets.

- **Architected process to calculate asset liability and value for key accounts and trusts.**

VICE PRESIDENT | INVESTMENT OFFICER (1993 to 1999)

Managed 270 personal, institutional, philanthropic, and IRA Rollover trust accounts totaling \$350M. Interfaced with clients to evaluate financial strength of investments and recommend appropriate account allocation and specific asset selection in approved security environments. Executed research and analysis of securities to determine investment potential.

ACCOUNT ADMINISTRATOR (1993)

Analyzed financial information; maintained record of profit and loss, liabilities, and assets. Orchestrated institutional employee benefits accounts and 401(k) plans totaling \$60M in estimated market value. Conducted valuations of assigned accounts to ensure accurate accrual of participant benefits.

- **Managed fixed income investment activity for 22 accounts with an estimated \$20M market value.**

Additional experience as Equity Trader for Merchants Capital Management, Inc., and Mutual Fund Accountant for Unified Management Corporation.

EDUCATION

BS in Business Administration (Finance & Accounting Concentration) - Indiana University - Bloomington, IN

Elizabeth Haber Lacy

4450 N. Park Avenue | Indianapolis | IN 46205 | Mobile: (317) 250-7750

Professional Experience

Barnes & Thornburg, LLP – Indianapolis, IN (September 2003 – Present)

Partner, January 2007-Present

Of Counsel, September 2003- December 2006

Corporate attorney with focus on:

- Angel and venture capital financing transactions - negotiations and documentation
- Advising start-ups and early stage companies with respect to structuring, buy-sell agreements, intellectual property agreements, equity compensation arrangements and capital investments
- Mezzanine financing transactions and senior loan documents – negotiations and documentation
- Joint ventures, mergers, acquisitions and reorganizations - negotiations and documentation
- Advising private company boards with respect to governance matters and shareholder relations
- Providing outside general counsel services and contract review

Leagre, Chandler & Millard, LLP – Indianapolis, IN (January 2000- September 2003)

Partner, 2002 – September 2003

Associate, 2000-2002

Corporate attorney with focus on:

- Angel and venture capital financing transactions - negotiations and documentation
- Advising start-ups and early stage companies with respect to structuring, buy-sell agreements, intellectual property agreements, equity compensation arrangements and capital investments
- Advising private company boards with respect to governance matters and shareholder relations
- Mergers, acquisitions and reorganizations - negotiations and documentation
- General contract review

Kirkland & Ellis, LLP – Chicago, IL (April 1995-April 1997)

Associate, April 1995-April 1997

Corporate attorney with focus on:

- private equity transactions
- venture capital transactions
- mergers & acquisitions
- general corporate counseling

Jones, Day, Reavis & Pogue – Chicago, IL (September 1991-March 1995)
Associate, September 1991- March 1995

Corporate attorney with focus on:

- secured lending transactions
- merger & acquisitions
- corporate restructurings

Other Professional Information & Honors

Admitted to Illinois Bar in 1991

Admitted to Indiana Bar in 2000

Listed in The Best Lawyers in America® in 2011-2015

Named the 2013 "Lawyer of the Year" in the area of venture capital law

Education

Case Western Reserve University – J.D., May 1991, summa cum laude, Order of the Coif
Duke University, A.B. in Public Policy Studies, May 1987

Community Involvement

Stanley K. Lacy Executive Leadership Series®, Class XXXII

A Children's Habitat, Board Member and Secretary, 2007-2009

Boys Scouts of America, Den Leader 2009-2011

Chess Club at Sidener Academy, Club Organizer 2012- Present

Indianapolis Public Schools, School #70, PTO President, 2004-2005

Culver Summer Schools Alumni Advisory Board, Member 2007-2012

The Children's Museum Guild, Guild Member, 2000-2006

Mariama Shaheed Carson

1631 North Meridian, Suite 410

Indianapolis, IN 46204

Cell: (317) 900-0810

mcarson@themindtrust.org

Bilingual award-winning educator with nearly twenty years experience serving students and families through public schools in Indianapolis. Title I school principal, responsible for leading a team of passionate educators. Adept at implementing innovative education practices and procedures to increase student achievement and success in school.

Professional Experience

Education Entrepreneur Fellow – The Mind Trust

Global Preparatory Academy K-8; Founder & Principal – Opening Fall 2016

2014 – Present

- 2-Year fellowship to launch a Dual Language School in Indianapolis, Indiana.
- Research dual language programs throughout the country to develop and implement high quality programming.
- Create community partnerships
- Hire staff
- Recruit Board of Directors
- Market program to surrounding community

Principal, MSD Pike Township – Snacks Crossing Elementary

2009 – 2014

Lead programming and activities to meet the needs of a diverse group of 600 students in a Title I school.

- Responsible for hiring and retaining educational staff.
- Managed and implemented professional learning communities and data teams that directly impacted student achievement.
- Increased student achievement on ISTEP+ ; 14% points in reading and 22% points in math.
- Implemented “Positive Behavior Supports Program” throughout the school, leading to a 60% decrease in office referrals.
- Supervised, evaluated and provided professional development for teachers.
- Created *Parent Advisory Council* to help with academic and behavioral programming as well as fundraising for student programs.

- Created a school-wide reading intervention plan to intensify support for struggling readers.
- Developed community partnerships with Lewis Wagner Law Firm, Community Action of Greater Indianapolis, OASIS, and Nu Corinthians Church in creating reading programs with students.
- Received a \$242,000 grant from United Way of Central Indiana to implement innovative practices such as Peer Coaching, Summer Institutes for Professional Development and Scholastic READ 180 technology to support struggling readers.

**Assistant Principal, MSD Pike Township – Snacks Crossing Elementary School
2007 – 2009**

- Responsible for overseeing student discipline.
- Worked as a Special Education compliance monitor.
- Lead Special Education case conferences.
- Created mentoring program for 4th and 5th grade boys.
- Created Response to Intervention (RtI) format to create interventions for students who struggle academically or behaviorally. The meeting and interventions format is currently used throughout the school district.

Teacher, MSD Pike Township-Eagle Creek Elementary & New Augusta South	1998-2007
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- Grade Team Leader teaching in both 4th and 5th grade multi-age and looping classrooms.
- Desegregated data with administration to establish grade level SMART goals and implement Professional Learning Communities.
- Chair of Cultural Competence Committee that implemented annual *Cinco de Mayo* celebration, Black History programs, morning announcements, and school bulletin boards/displays.
- Chair of C.L.A.S.S. Support Team which provided teachers with support for implementing culturally responsive classrooms that created an inviting climate for students and parents.

Honors & Awards

IUPUI School of Education, Transformational Educator Award 2014

United Way Success Grant Recipient: 2013

Center for Leadership Development Distinguished Education Achievement Awards: 2005; 2012; 2013

Coalition of 100 Black Women: Breakthrough Woman 2009

WISE Muslim Woman Education Delegate: Malaysia 2009

Who's Who Among America's Teachers: 2006; 2008
Science Education Fellow: Purdue University 2006
People to People Delegate to South Africa for Multi-Cultural Education 2005
Pike Township Foundation Grant Recipient: 2004
Milken National Educator Award: 2004
Pike Township Teacher of the Year, *Finalist*: 2001

Education

Masters in Education Leadership, Indiana University, 2007
Masters in Business Management, Indiana Wesleyan University, 2002
Bachelor of Science in Elementary Education, Butler University, 1998
Spanish Immersion, Chac-Mool Institute, Cuernavaca Mexico, 2003, 2005, 2013

Presentations

IUPUI School of Education, Graduation Speaker December 2014
Indiana Covering Kids and Families- *The Affordable Care Act; How the Changes Affect Schools*
National Council on Educating Black Children – *The Ins and Outs of Being a School Principal*
Butler University – Center for Faith and Vocation – *Working your Passion to Serve Others*
IUPUI Joseph Taylor Symposium – *What Matters in Teaching*
Imagine Charter School – *Building up our Girls to Value Education*
United Way; Success by 6 Care Givers Night Out – *Partnering with Parents*
Phi Delta Kappa Chapter; Butler University – *Teaching 101: Tips to Success in the Classroom*

Civic Engagement

Butler University Board of Visitors for School of Education
Congressional Black Spouses Chair of Education Forum and Essay Contest
Alpha Kappa Alpha Sorority Incorporated
Girl Inc. of Central Indiana, Board Member

Memorandum

To: Brandon Brown; Indianapolis Mayor's Office of Education Innovation
From: Terry Dwyer
Date: 2/27/15
Re: Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the School:

1. I have been an advocate for educational advancement at the college and graduate level through my involvement as an adjunct professor at the Kelley School MBA program at IU, and also as a current board member at the Johnson Center for Entrepreneurship & Innovation at the Kelley School.
2. I have been very involved in the Indianapolis community through volunteer work as well as support of institutions such as Conner Prairie and the William Conner Society.
3. I have served in leadership positions in the private sector in the Indianapolis and Central Indiana community since 1990, employing thousands of employees in publishing, direct marketing, technology and services.

2

I do not have any potential conflicts of interest prohibiting me from being a board member for the School.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the School. I do not have any existing contractual relationships with the School and I will not have any future business relationships with the School. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

Prospectus - Spring 2015

February 27, 2015

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

?

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Sincerely,

Terry Dwyer

?

?

?

Memorandum

To: Brandon Brown; Indianapolis Mayor's Office of Education Innovation
From: Bill West
Date: 2/11/2015
Re: Global Preparatory Academy Charter Application


Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement
2. Dedicated member of community
3. Serve in leadership position on several community boards
4. Experience in finance and financial reporting and administration.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.


Signature

Memorandum

To: Brandon Brown; Indianapolis Mayor's Office of Education Innovation
From: Marilyn Leatherman
Date: 2/24/15
Re: Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

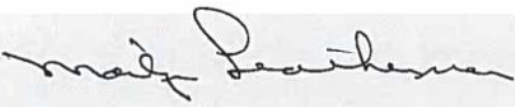
1. Advocate for educational advancement
2. Dedicated member of community
3. Serve in leadership position on several community boards
- 4.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Signature



Memorandum

To: Brandon Brown; Indianapolis Mayor's Office of Education Innovation
From: Azure D.S. Angelov, Ph.D.; University of Indianapolis
Date: 3/17/15
Re: Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement
2. Dedicated member of community
3. Serve in leadership position on several community boards
4. Have extensive experience with charter schools in Indianapolis and nationally

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Signature



Memorandum

To: Brandon Brown; Indianapolis Mayor's Office of Education Innovation

From: Mariama Carson

Date: 2/27/15

Re: Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to Global Prep Academy.

1. Advocate for educational advancement
2. Educational Leadership and experience achieving dramatic student results.
3. Teaching, curriculum and staff development
4. Experience and training in interdisciplinary studies and Responsive Classroom.
5. Experience learning a language through study and language immersion.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Mariama Carson

Memorandum

To: Brandon Brown; Indianapolis Mayor's Office of Education Innovation
From: Kevin D. Hampton
Date: 3/18/2015
Re: Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

1. Advocate for educational advancement: Mentor Preparatory Academy (Present); New Augusta Academy South Dad's Club (2011-12)
2. Dedicated member of community: McCoy, Inc. (Present – Board Member); Forest Manor Multi-Service Center (2006 – 2014); Boys and Girls Club (Past Board); Big Brothers and Big Sisters, Inc. (Past Board Member); United Way of Center Indiana (Past Triad Leadership Member); Mozel Sanders Foundation (Past Board Member); YMCA – Pike Center (Past Board Member)
3. Serve in leadership position on several community boards: Forest Manor Multi-Service Center (Past Board Treasurer and President); McCoy, Inc. (Past Treasurer); Boys and Girls Club (Past Governance Committee Co-chair)
- 4.

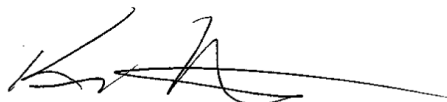
I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

March 18, 2015

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Signature

A handwritten signature in black ink, appearing to be 'K. A.', written over a horizontal line.

Memorandum

To: Brandon Brown; Indianapolis Mayor's Office of Education Innovation
From: Elizabeth H. Lacy
Date: 3/18/2015
Re: Global Preparatory Academy Charter Application

Please accept this memo as my expressed interest in serving in a governing authority member capacity for Global Preparatory Academy. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the Board of Directors for the school:

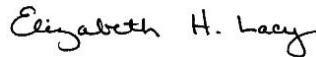
1. Advocate for educational advancement;
2. Dedicated member of the community;
3. Served in leadership position on several community boards; and
4. Legal skills with specific experience advising and working with start-ups and advising boards on governance matters.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Global Prep Academy. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school and I will not have any future business relationships with the school. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with Global Preparatory Academy and look forward to providing a quality educational option for students in our community.

Sincerely,



Elizabeth H. Lacy

ATTACHMENT G

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION
of**

GLOBAL PREPARATORY ACADEMY INC.

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, December 19, 2014.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 19, 2014

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2014121900356 / 2014121900356

RECEIVED 12/19/2014 11:31 AM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
12/19/2014 11:34 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

GLOBAL PREPARATORY ACADEMY INC.

3651 TOTEM LANE, INDIANAPOLIS, IN 46208

ARTICLE II - REGISTERED OFFICE AND AGENT

DAVID SHAHEED

P.O. BOX 2287 12231 GEIST COVE DRIVE, INDIANAPOLIS, IN 46206

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III – INCORPORATORS

MARIAMA SHAHEED CARSON

3651 TOTEM LANE, INDIANAPOLIS, IN 46208

Signature: MARIAMA SHAHEED CARSON

ARTICLE IV – GENERAL INFORMATION

Effective Date: 12/19/2014

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

PUBLIC CHARTER SCHOOL

Distribution of assets on dissolution or final liquidation

ONLY TO ANOTHER 501(C)(3) ENTITY

BY-LAWS
OF
GLOBAL PREPARATORY ACADEMY, INC.

Article 1.

Definitions

Section 1.01 Name. The “Corporation” shall mean: Global Preparatory Academy, Inc., its successors and assigns. It shall be a nonprofit organization incorporated under the laws of the state of Indiana.

Section 1.02 Board. The “Board” shall mean the Board of Directors of the Corporation.

Article 2.

Purposes, Objectives and Governing Instruments

Section 2.01 Charitable, Educational, and Scientific Purposes and Powers. The purposes of the Corporation, as set forth in the Articles of Incorporation, are exclusively charitable, educational, or religious, within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future Federal tax law (“Section 501(c)(3)”). In furtherance of such purposes, the Corporation shall have the same powers as an individual to do all things necessary or convenient to carry out the purposes, as set forth in the Articles of Incorporation and these Bylaws. The specific purposes of the Corporation are to offer free education resources for children and improve the lives children throughout Marion County, Indiana with educational grants and assistance.

Section 2.02 Governing Instruments. The Corporation shall be governed by its Articles of Incorporation and its Bylaws.

Section 2.03 Nondiscrimination Policy. The Corporation will not practice or permit any unlawful discrimination on the basis of sex, age, race, color, national origin, religion, physical handicap or disability, or any other basis prohibited by law.

Section 2.04 Limitations on Activities. No part of the activities of the Corporation shall consist of participating in, or intervening in, any political campaign on behalf of or in opposition to any candidate for public office, nor shall the Corporation operate a social club or carry on business with the general public in a manner similar to an organization

operated for profit. Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any activity not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax law.

Article 3.

Membership

Membership shall consist of the Board of Directors.

Article 4.

Directors

Section 4.01 Annual Meeting. A meeting of the Board shall be held annually at such place, on such date and at such time as may be fixed by the Board, for the purpose of electing Directors, receiving annual reports of the Board and Officers, and for the transaction of such other business as may be brought before the meeting.

Section 4.02 Number. The Board shall fix the number of Directors constituting the entire Board, but such number shall not be less than 8 times a year.

Section 4.03 Election and Term of Office. The initial Directors of the Corporation shall be those persons specified in the Certificate of Incorporation of the Corporation. Each Director shall hold office until the next annual meeting of the Board and until such Director's successor has been elected and qualified, or until his or her death, resignation or removal.

Section 4.04 Powers and Duties. Subject to the provisions of law, of the Certificate of Incorporation and of these By-Laws, but in furtherance and not in limitation of any rights and powers thereby conferred, the Board shall have the control and management of the affairs and operations of the Corporation and shall exercise all the powers that may be exercised by the Corporation.

Section 4.05 Additional Meetings. Regular meetings of the Board may be held at such times as the Board may from time to time determine. Special meetings of the Board may also be called at any time by the President or by a majority of the Directors then in office.

Section 4.06 Notice of Meetings. No notice need be given of any annual or regular meeting of the Board. Notice of a special meeting of the Board shall be given by service upon each Director in person or by mailing the same to him at his or her post office address as it appears upon the books of the Corporation at least two business days (Saturdays, Sundays and legal holidays not being considered business days for the purpose of these By-Laws) if given in person, or at least four business days, if given by mailing the same, before the date designated for such meeting specifying the place, date

and hour of the meeting. Whenever all of the Directors shall have waived notice of any meeting either before or after such meeting, such meeting shall be valid for all purposes. A Director who shall be present at any meeting and who shall not have protested, prior to the meeting or at its commencement, the lack of notice to him, shall be deemed to have waived notice of such meeting. In any case, any acts or proceedings taken at a Directors' meeting not validly called or constituted may be made valid and fully effective by ratification at a subsequent Directors' meeting that is legally and validly called. Except as otherwise provided herein, notice of any Directors' meeting or any waiver thereof need not state the purpose of the meeting, and, at any Directors' meeting duly held as provided in these By-Laws, any business within the legal province and authority of the Board may be transacted.

Section 4.07 Quorum. At any meeting of the Board, a majority of the Directors then in office shall be necessary to constitute a quorum for the transaction of business. However, should a quorum not be present, a majority of the Directors present may adjourn the meeting from time to time to another time and place, without notice other than announcement at such meeting, until a quorum shall be present.

Section 4.08 Voting. At all meetings of the Board, each Director shall have one vote. In the event that there is a tie in any vote, the President shall have an additional vote to be the tie-breaker.

Section 4.09 Action Without a Meeting. Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board or any such committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board or any such committee shall be filed with the minutes of the proceedings of the Board or such committee.

Section 4.10 Removal. Any Director may be removed for cause by vote of the Board provided there is a quorum of not less than a majority present at the meeting at which such action is taken.

Section 4.11 Resignation. Any Director may resign from office at any time by delivering a resignation in writing to the Board of Directors, and the acceptance of the resignation, unless required by its terms, shall not be necessary to make the resignation effective.

Section 4.12 Vacancies. Any newly created directorships and any vacancy occurring on the Board arising at any time and from any cause may be filled by the vote of a majority of the Directors then in office at any Directors' meeting. A Director elected to fill a vacancy shall hold office for the unexpired term of his or her predecessor.

Section 4.13 Committee. The Board, by resolution adopted by a majority of the entire Board, may designate from among the Directors an executive committee and other standing committees, each consisting of three or more Directors, to serve at the pleasure of the Board, and each of which, to the extent provided in such resolution, shall have the

authority of the Board. The Board may designate one or more Directors as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4.14 Participation by Telephone. Any one or more members of the Board or any committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Article 5.

Officers

Section 5.01 Election and Qualifications; Term of Office. The Officers of the Corporation shall be a President, a Secretary, a Treasurer, and a Vice-President. The Officers shall be elected by the Board at the annual meeting of the Board and each Officer shall hold office for a term of one year and until such Officer's successor has been elected or appointed and qualified, unless such Officer shall have resigned or shall have been removed as provided in Sections 5.13 and 5.14 of this Article. The same person may hold more than one office, except that the same person may not be both President and Secretary. The Board may appoint such other Officers as may be deemed desirable, including one or more Vice-Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Such Officers shall serve for such period as the Board may designate.

Section 5.02 Vacancies. Any vacancy occurring in any office, whether because of death, resignation or removal, with or without cause, or any other reason, shall be filled by the Board.

Section 5.03 Powers and Duties of the President. The President shall be the Chief Executive Officer of the Corporation and shall serve as the Chairperson of the Board. The President shall from time to time make such reports of the affairs and operations of the Corporation as the Board may direct and shall preside at all meetings of the Board. The President shall have such other powers and shall perform such other duties as may from time to time be assigned to the President by the Board.

Section 5.04 Powers and Duties of the Vice-Presidents. Each of the Vice-Presidents, if any, shall have such powers and shall perform such duties as may from time to time be assigned to such Vice President by the Board.

Section 5.05 Powers and Duties of the Secretary. The Secretary shall record and keep the minutes of all meetings of the Board. The Secretary shall be the custodian of, and shall make or cause to be made the proper entries in, the minute book of the Corporation and such books and records as the Board may direct. The Secretary shall be the custodian of the seal of the Corporation and shall affix such seal to such contracts, instruments and other documents as the Board or any committee thereof may direct. The

Secretary shall have such other powers and shall perform such other duties as may from time to time be assigned to the Secretary by the Board.

Section 5.06 Powers and Duties of the Treasurer. The Treasurer shall be the custodian of all funds and securities of the Corporation. Whenever so directed by the Board, the Treasurer shall render a statement of the cash and other accounts of the Corporation, and the Treasurer shall cause to be entered regularly in the books and records of the Corporation to be kept for such purpose full and accurate accounts of the Corporation's receipts and disbursements. The Treasurer shall at all reasonable times exhibit the books and accounts to any Director upon application at the principal office of the Corporation during business hours. The Treasurer shall have such other powers and shall perform such other duties as may from time to time be assigned to the Treasurer by the Board.

Section 5.07 Other Committees. The Board of Directors may, by resolution, constitute and appoint such other committees to perform such other duties and functions, as the Board may deem appropriate.

Section 5.08 Committee Term of Office. Each member of every committee shall continue in office for a term of one year or until the task of the committee has been completed, whichever occurs first.

Section 5.09 Committee Chairperson. One member of each committee shall be appointed chairperson by the President.

Section 5.10 Committee Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting which a quorum is present shall be the act of the committee.

Section 5.11 Committee Rules. Each committee may adopt rules for its own government not inconsistent with the Articles of Incorporation, with the Bylaws, with rules adopted by the Board of Directors, or with any applicable law of the State of Indiana.

Section 5.12 Delegation. In case of the absence of any Officer of the Corporation, or for any other reason that the Board may deem sufficient, the Board may at any time and from time to time delegate all or any part of the powers or duties of any Officer to any other Officer or to any Director or Directors.

Section 5.13 Removal. Any Officer may be removed from office at any time, with or without cause, by a vote of a majority of the Directors then in office at any meeting of the Board.

Section 5.14 Resignation. Any Officer may resign his or her office at any time, such resignation to be made in writing and to take effect immediately without acceptance by the Corporation.

Article 6.

Bank Accounts, Checks, Contracts and Investments

Section 6.01 Bank Accounts, Checks and Notes. The Board is authorized to select the banks or depositories it deems proper for the funds of the Corporation. The Board shall determine who shall be authorized from time to time on the Corporation's behalf to sign checks, drafts or other orders for the payment of money, acceptances, notes or other evidences of indebtedness.

Section 6.02 Contracts. The Board may authorize any Officer or Officers, agent or agents, in addition to those specified in these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board, no Officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or render it liable for any purpose or to any amount.

Section 6.03 Investments. The funds of the Corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, or stocks, bonds or other securities, as the Board may deem desirable.

Article 7.

Indemnification

Section 7.01 Indemnity Under Law. The Corporation shall indemnify and advance the expenses of each person to the full extent permitted by law.

Section 7.02 Additional Indemnification.

(a) The Corporation hereby agrees to hold harmless and indemnify each of its Directors, Officers, employees and agents (the "Indemnitee") from and against, and to reimburse the Indemnitee for, any and all judgments, fines, liabilities, amounts paid in settlement and reasonable expenses, including attorneys' fees actually and necessarily incurred, as a result of or in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, other than one by or in the right of the Corporation to procure a judgment in its favor, including an action, suit or proceeding by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise for which the Indemnitee served in any capacity at the request of the Corporation, to which the Indemnitee is, was or at any time becomes a party, or is threatened to be made a party, or as a result of or in connection with any appeal therein, by reason of the fact that the Indemnitee is, was or at any time becomes a Director or Officer of the Corporation, or is or was serving or at any

time serves such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, whether arising out of any breach of the Indemnatee's fiduciary duty as a Director, Officer, employee or agent of such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise under any state or federal law or otherwise; provided, however, that no indemnity pursuant to this Section 2 shall be paid by the Corporation (i) if a judgment or other final adjudication adverse to the Indemnatee establishes that the Indemnatee's acts were committed in bad faith or were the result of active and deliberate dishonesty and were material to the cause of action so adjudicated, or that the Indemnatee personally gained in fact a financial profit or other advantage to which the Indemnatee was not legally entitled; or (ii) if a final judgment by a court having jurisdiction in the matter shall determine that such indemnification is not lawful. The termination of any such civil or criminal action or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create any presumption that the Indemnatee acted in bad faith and/or was dishonest.

(b) The obligation of the Corporation to indemnify contained herein shall continue during the period the Indemnatee serves as a Director, Officer, employee or agent of the Corporation and shall continue thereafter so long as the Indemnatee shall be subject to any possible claim or threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that the Indemnatee was a Director or Officer of the Corporation or served at the request of the Corporation in any capacity for any other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise.

(c) Promptly after receipt by the Indemnatee of notice of the commencement of any action, suit or proceeding, the Indemnatee will, if a claim in respect thereof is to be made against the Corporation under this Section 2, notify the Corporation of the commencement thereof; but the omission so to notify the Corporation will not relieve it from any liability which it may have to the Indemnatee otherwise than under this Section 2. With respect to any such action, suit or proceeding as to which the Indemnatee notifies the Corporation of the commencement thereof:

(i) The Corporation will be entitled to participate therein at its own expense; and,

(ii) Except as otherwise provided in the last sentence of this subpart ii, to the extent that it may wish, the Corporation jointly with any other indemnifying party similarly notified will be entitled to assume the defense thereof, with counsel satisfactory to the Indemnatee. After notice from the Corporation to the Indemnatee of its election so to assume the defense thereof, the Corporation will not be liable to the Indemnatee under this Section 2 for any legal or other expenses subsequently incurred by the Indemnatee in connection with the defense thereof other than reasonable costs of investigation or as otherwise provided in the last sentence of this

subpart ii. The Indemnatee shall have the right to employ his or her own counsel in such action, suit or proceeding but the fees and expenses of such counsel incurred after notice from the Corporation of its assumption of the defense thereof shall be at the expense of the Indemnatee unless (A) the employment of counsel by the Indemnatee has been authorized by the Corporation in connection with the defense of such action, (B) the Indemnatee shall have reasonably concluded that there may be a conflict of interest between the Corporation and the Indemnatee in the conduct of the defense of such action, or (C) the Corporation shall not in fact have employed counsel to assume the defense of such action, in each of which cases the fees and expenses of counsel for the Indemnatee shall be borne by the Corporation (it being understood, however, that the Corporation shall not be liable for the expenses of more than one counsel for the Indemnatee in connection with any action or separate but similar or related actions in the same jurisdiction arising out of the same general allegations or circumstances). The Corporation shall not be entitled to assume the defense of any action, suit or proceeding brought by or on behalf of the Corporation or as to which the Indemnatee shall have made the conclusion provided for in clause (B) of the preceding sentence of this subpart ii.

(iii) Anything in this Section 2 to the contrary notwithstanding, the Corporation shall not be liable to indemnify the Indemnatee under this Section 2 for any amounts paid in settlement of any action or claim effected without its written consent. The Corporation shall not settle any action or claim in any manner which would impose any penalty or limitation on the Indemnatee without the Indemnatee's written consent. Neither the Corporation nor any such person will unreasonably withhold their consent to any proposed settlement.

(d) In the event of any threatened or pending action, suit or proceeding which may give rise to a right of indemnification from the Corporation to the Indemnatee pursuant to this Section 2, the Corporation shall pay, on demand, in advance of the final disposition thereof, expenses incurred by the Indemnatee in defending such action, suit or proceeding, other than those expenses for which the Indemnatee is not entitled to indemnification pursuant to clause (ii) of the proviso to part (a) of this Section 2 or part (b) of this Section 2. The Corporation shall make such payments upon receipt of (i) a written request made by the Indemnatee for payment of such expenses, (ii) an undertaking by or on behalf of the Indemnatee to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation hereunder, and (iii) evidence satisfactory to the Corporation as to the amount of such expenses. The Indemnatee's written certification together with a copy of the statement paid or to be paid by the Indemnatee shall constitute satisfactory evidence as to the amount of such expenses.

(e) The rights to indemnification and advancement of expenses granted to the Indemnatee under this Section 2 shall not be deemed exclusive, or in limitation of

any other rights to which the Indemnitee may now or hereafter be entitled under the Corporation's Certificate of Incorporation or otherwise under the Corporation's By-Laws, as now in effect or as hereafter amended, any agreement, any vote of members or Directors, any applicable law, or otherwise.

Section 7.03 Limitation. No amendment, modification or rescission of this Article VII shall be effective to limit any person's right to indemnification with respect to any alleged cause of action that accrues or other incident or matter that occurs prior to the date on which such modification, amendment or rescission is adopted.

Article 8

Conflict of Interest

Section 8.01 Purposes. It is important for Global Preparatory Academy, Inc. directors, officers, and staff to be aware that both real and apparent conflicts of interest or dualities of interest sometimes occur in the course of conducting the affairs of the corporation and that the appearance of conflict can be troublesome even if there is in fact no conflict whatsoever. Conflicts occur because the many persons associated with the corporation should be expected to have, and do in fact generally have multiple interests and affiliations and various positions of responsibility within the community. In these situations a person will sometimes owe identical duties of loyalty to two or more corporations. The purpose of the conflict of interest policy is to protect the corporation's tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. The policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Conflicts are undesirable because they potentially or eventually place the interests of others ahead of the corporation's obligations to its charitable purposes and to the public interest. Conflicts are also undesirable because they often reflect adversely upon the person involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, the long-range best interests of the corporation do not require the termination of all association with persons who may have real or apparent conflicts that are harmless to all individuals or entities involved.

Each member of the board of directors and the staff of the corporation has a duty of loyalty to the corporation. The duty of loyalty generally requires a director or staff member to prefer the interests of the corporation over the director's/staff's interest or the interests of others. In addition, directors and staff of the corporation shall avoid acts of self-dealing which may adversely affect the tax-exempt status of the corporation or cause there to arise any sanction or penalty by a governmental authority.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

8.02 Definitions.

(a) Interested Person-- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest-- A person has a financial interest if the person has, directly or indirectly, thorough business, investment, or family:

(1) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,

(2) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or

(3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article 8, Section 8.02, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

8.03 Procedures.

(a) Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Violation of the Conflict of Interest Policy: If the governing board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the allege failure to disclose.

If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the

member has failed to disclose and actual of possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article 9

Dissolution

The Corporation may be dissolved only upon adoption of a plan of dissolution and distribution of assets by the Board that is consistent with the Certificate of Incorporation and with State law. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably to another nonprofit corporation recognized by IRS as a 501(c)(3) entity.

Article 10

Amendments

These By-Laws may be altered, amended, added to or repealed at any meeting of the Board called for that purpose by the vote of a majority of the Directors then in office.

Article 11

Construction

In the case of any conflict between the Certificate of Incorporation of the Corporation and these By-Laws, the Certificate of Incorporation of the Corporation shall control.

These Bylaws were approved and adopted at a meeting of the Board of Directors of Global Preparatory Academy, Inc. on _____, 2015.

Board Secretary

501 c3 forms completed and mailed to the IRS on March 17, 2015. Certificate of mailing and receipt are below.

UNITED STATES POSTAL SERVICE®

Certificate Of Mailing

This Certificate of Mailing provides evidence that mail has been presented to USPS® for mailing. This form may be used for domestic and international mail.

From: MARIAMA CARSON
~~3000 1st St~~
~~40000~~

To: IRS
PO Box 192
Covington, KY 41012-0192

PS Form 3817, April 2007 PSN 7530-02-000-9065

11-8782-000
OE \$
 PAID
 MAR 18 2015
 INDIANAPOLIS, IN
 U.S. POSTAGE

INDIANAPOLIS, IN MAPLETON STA.
 17 2015
 USPS - 46208

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MAPLETON STATION
 INDIANAPOLIS, Indiana
 462089998
 1740350018-0098
 03/17/2015 (317)464-6808 03:12:16 PM

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Sales Receipt			
Product Description	Sale Unit Qty	Unit Price	Final Price
COVINGTON KY 41012 Zone-2			\$2.03
First-Class Mail Large Env			
5.50 oz.			
Expected Delivery: Thu 03/19/15			
Issue Postage:			\$2.03
Domestic Certificate of Mailing	1	\$1.30	\$1.30
Total:			\$3.33

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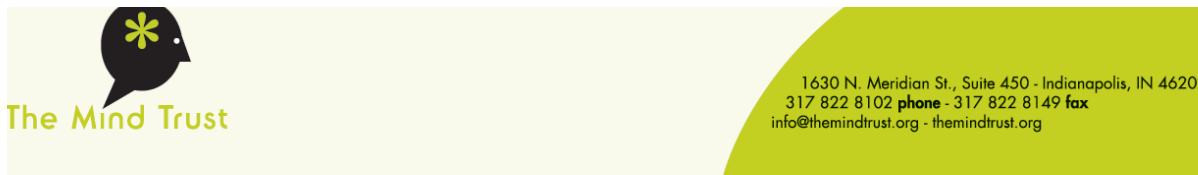
ATTACHMENT M

Listed below are identified community partners. We will continue to reach out to a wide range of community leaders, local organizations, and families throughout the school development process.

Name of Organization	Representative from Organization	Address, phone number, and email address	Nature of partnership with the school	Is a letter of support included in the application?
La Plaza	Miriam Davis, CEO	8902 East 38 th Street, Indianapolis, IN 46226 (317) 890-3292 Miriam@laplaza-indy.org	Provide wrap around services to students and families in the school. Community Outreach	Yes
Indiana Latino Initiative	Marleen Dodson, CEO	445 North Pennsylvania Street, Indianapolis, IN 46204 (317) 472-1055 mdotson@indianalatino.com	Community Outreach, High School Tutors	Yes
Lafayette Square Coalition	Mary Clark, Executive Director	3610 Guion Road, Indianapolis, IN 46222 (317) 925-5722 mclark@imcoalition.org	Community outreach	Yes
Indianapolis Marion County Public Library	Jackie Nytes, CEO	2450 N Meridian St Indianapolis, IN (317) 275-4840 Jackie@jackienytes.com	Library and literacy services and support	Yes
Eskenazi Health	Matt Guitwein - CEO	720 Eskenazi Avenue, Indianapolis, IN 46202 (317) 880-0000 dskeen@hhcorp.org	Health and Wellness Programming	Yes
The Mind Trust	David Harris – CEO and	1630 N Meridian St Suite 450	Community outreach	Yes

	Founder	Indianapolis, Indiana, 46202 dharris@themindtrust.org		
IUPUI	Dr. Annela Teemant, Professor – Second Lang. Acquisition	902 West New York Street, Indianapolis, IN 46202 (317) 274-6801 ateemant@iupui.edu	Curriculum design, professional development, ESL certification for teachers	Yes
Indianapolis Museum of Art	Heidi Davis- Soylu – Director of Educational programs	4000 Michigan Rd, Indianapolis, IN 46208 (317) 923-1331 hdavis-soylu@imamuseum.org	Curriculum and Arts connections for integrated study.	Yes
Shalom Healthcare	Morella Dominguez - Community Relations/Mark eting Director	3400 Lafayette Rd # 200, Indianapolis, IN 46222 (317) 291-7422 mdominquez@shalomhealthcare.org	Wellness support in the building (school nursing, vision and hearing screens, immunizations, etc.)	

ATTACHMENT N



March 10, 2015

The Honorable Gregory Ballard
Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mayor Ballard:

It is with great enthusiasm that I write to support Mariama Carson's charter application for the Global Preparatory Academy. The Mind Trust currently supports Carson as an Education Entrepreneur Fellow, and we will continue to support her as she launches her high performing, dual language immersion charter school

I first got to know Ms. Carson as she applied for our Fellowship. The Mind Trust staff, as well as a panel of national education experts (Sekou Biddle, Vice President of Advocacy, United Negro College Fund; Neerav Kingsland, former CEO, New Schools for New Orleans; Jim Schumacher, Board Member, The Mind Trust; Ariela Rozman, CEO, The New Teacher Project; and Indrina Kanth, Chief of Staff, New Schools for New Orleans), were consistently impressed by her teaching and leadership experience and her clear vision for an excellent school. Ms. Carson was unanimously recommended for our Fellowship and approved by our board of directors. She began as a Fellow in the summer of 2014 and has spent that time developing her vision and launch plan for Global Preparatory Academy.

Ms. Carson is nationally recognized for her abilities as an educator. She won the Milken National Educator Award in 2004 and was later brought into school leadership in Pike Township. When she was hired in 2009 as the principal of Snacks Crossing Elementary School, the school was rated as a D by the Department of Education and was on probation for consistent under performance. In just four years under Carson's leadership, the school, at which 75 percent of students qualify for free or reduced price lunch, received a B rating, and ISTEP+ scores rose 14 points in reading and 22 points in math. To achieve this, she implemented a data-based behavior program that decreased office referrals by 60 percent. She sought external grant funding to hire an external consultant to create an instructional culture centered around data-based decisions and student outcomes.

After 17 years in a traditional school district, Ms. Carson is eager for the autonomies that charter school leadership provides. The Mind Trust will continue to support her in any way we can. I cannot think of a stronger leader to launch a new charter school in Indianapolis, and I offer my unreserved support in her application. If I can offer additional insights or detail, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "David Harris".

David Harris
Founder and CEO



February 22, 2015

Mr. Brandon Brown
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E. Washington Street
Indianapolis, IN 46204

Mr. Brown:

I am pleased to submit a letter of support for Global Preparatory Academy. I am thoroughly impressed with the vision for a dual language school in the International Marketplace. When I heard about a school focused on global education and teaching through bilingualism coming to the city, I knew that this would be an excellent location for the school. I have long believed that the northwest side of Indianapolis is a prized location where there is so much life and a multitude of opportunities for family. The possibility of bringing a high quality school to the area that is specifically focused on the diversity of this area is more than welcome.

The International Marketplace is over 57% ethnically diverse, with over 70 different languages spoken and more than 400 family friendly, multi-continent food courts and ethnic businesses from North & South America, Africa, Asia, and Europe. As an area of town where over 900 acres has been transformed into a place where new Americans find home, work and play, we strongly support comprehensive bilingual education

I look forward to partnering with Global Preparatory Academy as we collectively work to enhance and improve the lives for families in and near the International Marketplace.

Sincerely,

Mary Clark
Executive Director; International Marketplace



3610 Guion Road • Indianapolis, IN 46222 317.331.3909
www.imcoalition.org



3838 North Rural Street
Indianapolis, IN 46205

tele 317-221-2000

fax 317-221-2020

www.hhcorp.org

March 2, 2015

Mr. Brandon Brown
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E. Washington Street
Indianapolis, IN 46204

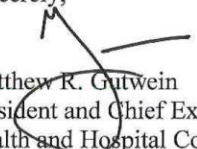
Dear Mr. Brown:

I am pleased to submit a letter of support for Global Preparatory Academy on behalf of Eskenazi Health. The mission of Eskenazi Health is to advocate, care, teach and serve. We are committed to meeting the needs of the underserved and all people of Marion County. While our work is done throughout the city, we serve the northwest side of Indianapolis through a thriving clinic located off of 38th street.

Eskenazi Health was excited to learn that Global Preparatory Academy will be located in the vicinity of our work on the northwest side of Indianapolis. The location truly allows us to work collaboratively with families who attend the school and live within the community that we actively serve. I know Mariama Carson personally and am also aware of her strong reputation as an educator in the community. Because of her leadership, I am positive that Global Preparatory Academy will be of service to students and families in many crucial ways. We are specifically interested in finding ways that Eskenazi Health can partner with the school around the areas of health and wellness for students and their families.

We look forward to partnering with Global Preparatory Academy as our mission to serve the community is very much aligned with Global Preparatory Academy's goal to provide the highest quality of instruction through language immersion and experiential learning to the students of northwest Indianapolis.

Sincerely,


Matthew R. Gutwein
President and Chief Executive Officer
Health and Hospital Corporation of Marion County



March 5, 2015

Brandon Brown, Director of Charter Schools
Office of the Mayor
200 East Washington Street, Suite 2501
Indianapolis, Indiana 46204

Dr. Mr. Brown:

Please accept this letter of support for Global Preparatory Academy's application to launch a high quality K-8 Dual Language School. We at the Indianapolis Museum of Art are committed to working with schools to bring the arts to life. We are particularly excited to work alongside the Global Prep team as we work to infuse the arts directly into the interdisciplinary curriculum that they are working to create. It is rare that we have the opportunity to connect with schools in their beginning stages. With more than a year before the school opens to students, we have the necessary time to develop a strong partnership that will serve the students and maximize our educational impact.

As the largest visual arts institution in the state, the IMA enhances the overall quality of life in Indiana through the presentation of distinctive exhibitions and innovative programmatic offerings for diverse audiences, the collection and care of more than 54,000 works of art, and the preservation of more than 152-acres of historic gardens and grounds. In addition to the IMA's annual Summer Camps program, several of the Museum's educational initiatives include: *Viewfinders*, a school program that offers teachers training and support in using Visual Thinking Strategies in their classrooms; *After School*, an on-site after-school program for students in grades K-12, which builds relationships with local partner schools and engages underserved students and families; and *Toddler Art Groups (TAG)*, a program with partnering preschools in which youth ages 3-5 visit the Museum monthly to explore art through storytelling, dramatic play, music, art making, and art hunts in the galleries. Additional educational programming ranges from art making in The Virginia B. Fairbanks Art & Nature Park: 100 Acres; family activities in the galleries, such as *wee Wednesdays*; docent-led tours; and workshops for teachers.

It is my hope that Global Preparatory Academy will be able to take advantage of several of the offerings that the Indianapolis Museum of Art provides to local schools, including free, educational tours of its galleries led by professionally trained docents, as well as utilizing the IMA as a resource for educators through our professional development events, talks, and open houses. Additionally, I welcome this opportunity to establish new programs that meet the unique needs of this visionary school.

I believe Ms. Carson and her team have a thoughtful and well-developed vision for Global Preparatory Academy and that this school will serve Indianapolis students in ways that no other public school currently does. Global Preparatory Academy would be an invaluable asset to Indianapolis.

Sincerely,



Heidi Davis-Soylu
Manager of Academic Engagement and Learning Research
Indianapolis Museum of Art



March 2, 2015

Brandon Brown, Director of Charter Schools
Office of the Mayor
200 East Washington Street, Suite 2501
Indianapolis, Indiana 46204

Dear Mr. Brown:

Please accept this letter of support for Mariama Carson's charter application for the authorization and launch of Global Preparatory Academy, a high quality K-8 school that uses language immersion and experiential learning to engage Indianapolis' most at-risk students.

Ms. Carson is a highly talented school leader, who has over seventeen years of experience as a district educator. I have known Ms. Carson for over ten years and have always admired her personal commitment to the community. During her time as an administrator and as a Fellow with the Mind Trust, she garnered much respect and admiration in the community, and hence built a strong network of stakeholders. She understands the value of these community connections and personal relationships and these efforts will enable the school to successfully build revenues, partnership opportunities and public support. During her formulation of the school, I have also been keenly interested in her careful dedication to researching the best practices for dual language education and ensuring she has built a structure to apply these principles.

Our mission at the Indiana Latino Institute is to improve health and advance education for the Indiana Latino community through advocacy, research and innovative programs. By adding opportunities for all students to study at the Global Preparatory Academy, they are clearly embracing the Latino culture, expanding cultural competency and advancing education for bilingual Latino youth. Global Preparatory Academy would be an invaluable asset to Indianapolis, and I strongly encourage you to grant Ms. Carson a charter to launch what will be a great school.

Many thanks,

A handwritten signature in black ink, appearing to read "Marlene Dotson", is written over a large, light-colored circular mark.

Marlene Dotson
President and CEO

indianalatinoinstitute.org

401 W. Michigan St., Suite 100, Indianapolis, IN 46202 p: 317.472.1055 f: 317.472.1056 Toll Free: 1.888.794.4291



La Plaza, Inc.

8902 E. 38th Street

Indianapolis, IN 46226

t 317.890.3292

f 317.898.4397

www.laplaza-indy.org

February 28, 2015

Mr. Brandon Brown
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E. Washington Street
Indianapolis, IN 46204

Mr. Brown,

This letter confirms La Plaza's commitment to partner with Global Preparatory Academy to provide educational and health and social services to children and families that are a part of this school. We are thrilled to support a dual language school that is long overdue in the city. Having worked with Mariama Carson in the past, I am positive that it will be a high caliber school that is sensitive to the needs of the diverse communities on the northwest side of Indianapolis.

La Plaza's mission is to strengthen Central Indiana by advocating and preparing Latino students for educational success and by connecting Latino families to health and social services.

Through such education programs as Summer Discovery, a five-week summer bridge program for elementary school children (focused on academic enrichment in reading, math, art, physical education, leadership, technology training, and exposure to college and careers) and the Leadership Institute for Latino Youth (LILY), a five-week summer academic program focused on post-secondary education and careers for middle and high school students, La Plaza's educational programs serve more than 2,000 youth annually and help improve the educational achievement of Latino students. Through collaboration and partnerships with schools and organizations like Global Preparatory Academy, we ensure that our work is impactful and far-reaching.

We look forward to partnering with Global Preparatory Academy as our missions to serve the community are very much aligned.

Sincerely,

Miriam Acevedo Davis
President & CEO





February 28, 2015

Brandon Brown, Director of Charter Schools
Office of the Mayor
200 East Washington Street, Suite 2501
Indianapolis, Indiana 46204

Dr. Mr. Brown:

It is with pleasure that I write this letter of support for Mariama Carson's application to launch Global Preparatory Academy (K-8) as a high quality dual language school in Indianapolis. I am a tenured Associate Professor with Indiana University's School of Education at IUPUI. My expertise is in second and foreign language teacher education in urban contexts. I have been awarded four U.S. Department of Education grants (over \$8 million) to study best professional development practices for preparing teachers of culturally, linguistically, and economically diverse students.

I first met Ms. Carson as she worked as principal at Snacks Crossing Elementary in The Metropolitan School District of Pike Township. I am impressed with her vision, competence, and commitment to establishing and nurturing the development of a high quality dual language school for students in underserved communities. In my experience, I have experienced Ms. Carson as innovative, highly talented, and a strong educational leader.

I am committed to providing my expertise to the curricular, pedagogical, cross-cultural, as well as logistical support of Ms. Carson's effort to establish Global Preparatory Academy. I have identified a team of university-based faculty committed to the success of the school. We are working to support and inform Ms. Carson's multi-year plan for teacher professional development prior to and following the school opening. We are also committed to identifying and placing high quality and multilingual teacher candidates in the school for service learning, instructional support, as well as formal student teaching in time. I am committed to providing my expertise to the

I believe Ms. Carson will assemble a thoughtful and innovative team for Global Preparatory Academy to serve Indianapolis students in ways that no other public school currently does. Global Preparatory Academy would be an invaluable asset to Indianapolis. She has my full support in this innovative endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Annala Teemant".

Annala Teemant
Associate Professor of Second/Foreign Language Education
Chair of Graduate and Professional Programs



March 11, 2015

Ms. Mariama Carson
Education Entrepreneur Fellow
The Mind Trust
1630 N. Meridian Street, Suite 450
Indianapolis, IN 46202

RE: Establishment of a Dual Language School for Indianapolis

Dear Mariama,

Thank you so much for the update on your research and plans to develop a dual language elementary school here in Indianapolis. I have followed your idea for a while now and am very excited to see how it is shaping up. We here at the Indianapolis Public Library know from our work throughout the library system that Indianapolis has quickly become a far more diverse community than folks may have imagined, and the rate of this change is accelerating. For someone who values all matters international, I find this development to be quite exciting and believe that it bodes well for our city and the future of its citizens. For the next generation of Indianapolis youth to function effectively in such an environment, we need the opportunity to prepare them differently. To give them better tools both in terms of life experience and mastery of languages.

As I look at your proposed school, I believe you will offer the community a significant step in the right direction to prepare our young people to function more effectively, not only here in Indianapolis, but also on the larger stage beyond our borders. Your model will not only provide the language skills needed for native speakers of both English and Spanish, it will also provide an intimate exposure to rich cultures on a daily basis through friendships and family interactions. These are the kinds of experiences that give our children strong foundations to head out into a more complex world.

Here at the Library we look forward to working with you at the school, especially through the eventual services of our shared system. And I personally wish you the very best in this important endeavor!

Sincerely,

A handwritten signature in blue ink that reads "M. Jacqueline Nytes".

M. Jacqueline Nytes
Chief Executive Officer

MJN/ag

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